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ABSTRACT

This document on course goals in physical education is one part of a critique series dealing with the development and evaluation of course goals in six subject matter areas for grades K-12. The series provides an initial pool of course-level goals that are expected to be of considerable value in assisting educators with goal definition related to curriculum planning and development, instruction, evaluation, and accountability. Course goals for physical education are organized according to subject matter. Basic goal groups include basic skills of movement, body control activities, games of low organization, team sports, individual and dual sports, recreational games, lifetime activities, and physical fitness. Within the appropriate broad category, goals for particular sports such as basketball, hiking, swimming, and golf are developed. There are four sets of indexes so that course goals may be retrieved by subject matter, knowledge and process, subject area, and career education. Related documents are EA 004 941-943, EA 004 945-948, and ED 061 043. (Author/DN)

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COURSE GOALS IN PHYSICAL EDUCATION

GRADES K-12

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COURSE GOALS DEVELOPMENT

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COURSE GOALS DEVELOPMENT

PHYSICAL EDUCATION
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INTRODUCTION

A detailed description of the needs to which this collection of resources is responding, the background, the goal types, the goal codes, and the potential uses of this collection of course goals and their supporting materials are to be found in the accompanying booklet, Course Goals General Introduction. The aim of that booklet is to provide users of the course goal collections in Art, Biological and Physical Science, Health Education, Language Arts, Mathematics, Music, Social Science, and Physical Education with a comprehensive guide to the use, revision, and further development of these planning and evaluation resources.

This brief additional introduction has the more practical goals of: (a) presenting a brief orienting overview of the purposes, nature, and potential uses of the products of the Goal Development Project, and (b) demonstrating how to read and interpret the materials in this collection.

Following is a guide to the contents of the introduction:

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The purposes, nature, and potential uses of this Course Goal collection.

Why do we need to state learning goals?

If the basic purpose of education is to help learners to grow and change, then educators and learners must decide and communicate to one another what directions that growth should take and what changes are possible and desirable. Parents, school boards, and the community also have a role to play in influencing educational growth and change. This responsibility can be exercised most rationally if the proposed directions of that growth and change are shared with them in clear and explicit goal statements.

This collection of program and course goals in physical education is a nonprescriptive resource for educators and boards of education who wish to design and execute learning plans and policies more efficiently and effectively. It is envisioned that school systems will select from this collection those program goals they subscribe to; that schools within a system will select those course goals they believe appropriate to the needs of their communities and students; and that teachers will devise experiences and testing methodologies to meet these goals that are appropriate to the interests and abilities of their students.

What kind of goals are in this collection?

Two types of learning outcomes are included in this collection -- program goals and course goals. They differ in level of generality, with program goals describing broader outcomes and course goals the more specific outcomes relating to them. Also, they differ in the type of planning for which they are suited. Program goals usually serve as guides to planning and organizing programs at district and area levels. Course goals usually serve as guides to planning courses in schools, departments, and classrooms.

At the classroom teacher level the course goals must undergo a final translation into instructional goals and learning experiences. Relying upon the professionalism of teachers, the Goal Development Project has chosen not to intrude into this level, which is concerned with the professional assembling and adapting of resources and methodology needed to achieve the course goals.

How do program and course goals differ from behavioral and performance objectives?

Figure 1 is an illustration from Physical Education of four levels of goals. Examples of behavioral and performance objectives have also been added to show how they differ from the program and course goals defined in the project.

Note that program and course goals clearly specify a desired learning outcome. But the "behavioral objective" specifies the method of measurement as well as the desired behavior, while "performance objective" adds prerequisites and proficiency level.

The Tri-county Goal Development Project has chosen to produce program and course goals which are suitable for instructional planning, without being constrained by the measurement demands of behavioral objectives or the prerequisites and proficiency levels of performance objectives. Thus, teachers and students are provided explicit statements of possible learnings for which they can accept accountability in ways most suitable to their instructional circumstances. The teacher and student are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This provides for more flexible teaching and learning than teaching machines and other teaching systems based on behavioral and performance objectives. Such an approach places greater demands on the

Figure 1

System Goal	The student acquires good health habits and understands the conditions necessary for the maintenance of physical and emotional well-being.
Program Goal	The student knows rules and is able to apply strategies in a variety of physical education activities and sports.
Course Goal	K. The student knows the body mechanics, form and skills for passes in basketball including one-hand, two-hand, chest, bounce, underhand, and "baseball." P. The student is able to perform basketball passes using the appropriate body mechanics, form, and skills.
Instructional Goal	K. The student knows that the following characteristics contribute to the appropriate form for passing in basketball: (1) fingers grip ball, (2) arm and wrist impart force, (3) arms extend for follow through, (4) step is taken in direction of pass.
Behavioral Objective (Method of Measurement Specified)	Given a list of four characteristics which contribute to the appropriate form for passing in basketball and four characteristics which do not contribute, the student is able to identify the contributing characteristics.
Performance Objective (Prerequisite and/or Proficiency Levels Specified)	Given a list of four characteristics which contribute to the appropriate form for passing in basketball and four characteristics which do not contribute, the student is able to identify the contributing characteristics with 100% accuracy.

ingenuity and professionalism of teachers but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

Where did the program and course goals come from?

The program goals were prepared by the Portland School District Evaluation Department in consultation with administrators, teachers, and curriculum specialists throughout the metropolitan Portland area. The course goals were developed by outstanding teachers guided by such models and guides as were available, and supported by tri-county and Oregon State Board of Education curriculum and evaluation personnel.

More than 40 local school districts in the tri-county area of metropolitan Portland are active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties. Representatives from Oregon school districts outside the metropolitan Portland area, from Washington State, and from private school systems have also made valuable contributions.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single participant could provide. Second, it makes it possible to draw upon a large and nationally representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In less than two years there have already been substantial payoffs. Reports indicate that even the critique collections have been used extensively in curriculum development and evaluation the past year and summer.

School districts contribute services of teachers to the Project, using local curriculum funds. Other current sources of support are the Oregon Board of Education, the Small Grants Program of the Regional

Office of the U.S. Office of Education, and curriculum and evaluation funds of the Multnomah, Clackamas, and Washington County Intermediate Education Districts and the Portland Public Schools.

The contributions of the Oregon State Department of Education and USOE are small in terms of the total budget of the Project, but the involvement is significant. The Project's goals are consistent with the State's interests in better educational management practices and instructional improvement. State involvement has already proved important in disseminating products, and the Project has had an influence on state developments in PPBS and educational goals at the legislative and state board level. Finally, USOE involvement provides future potentials for national dissemination and involvement.

What can the goals in this collection be used for?

School systems may use the collections as a yardstick by which to measure the adequacy of goals and objectives already in use. Goals and objectives of local courses of study and textbooks can be contrasted with the goals in this collection to see how complete they are and how well they provide for different interests, abilities, and levels of achievement. They can also be evaluated for conciseness, clarity, and accuracy using these course goals as models.

These kinds of studies can be undertaken by teachers from all levels of a school system (to assure articulation and philosophic unity); across grade levels, divisions, or high school departments (to assure agreement as to goals and ways and means of attaining them) or by individual teachers.

A related use of the goals is as a starting point for reviewing what the schools should teach and the materials to be used to support teaching. The logical sequence of discussions about what is important to teach and learn is to move from broad policy goals to program goals to course goals,

with appropriate community-board-staff-teacher-student representations at each level. The taxonomic classifications of this collection can serve as a check on higher order goal formulations, and the goals themselves can function as generators of lower order objectives and instructional plans.

The project provides an important resource for improving the quality and extent of participation of students, parents, teachers, school boards, and other citizens in deciding the mission of the schools. An intensive look at the roles of each participating group in generating, reviewing, contributing to, and approving goals will be a future task of the Project.

Another use of the collection is to provide a basis for teaching-learning accountability. If a school approves all or part of the course goals for its students, grade level, divisional, or departmental representatives may choose from them those that are best suited to individual or group aptitudes and interests.

It is possible for teachers to review goals with each student and contract for their attainment if a completely individualized program is desired. Or, it is possible to stake out a set of goals for target groups (regular classes, special classes, mini courses, etc.). In any event, the goals themselves are sufficiently explicit that means of teaching them and of evaluating their attainment can be devised and applied individually or to groups to suit the needs of teachers and management.

Another use of the collection is the rewriting and development of courses and curricula. By making curricular options explicit and sharable, the collection can help in the development of new or modified courses of instruction and the design or redesign of curricular experiences. One important example of curriculum development fostered by this collection is cross-disciplinary education. Probably no concept is currently more

abused than "interdisciplinary education." While the goals of subject matter learning are at least implicit in the textbooks and other materials used by teachers, the goals of interdisciplinary education do not have even that questionable point of tangible reference. The Tri-county Project, through its extensive coding and retrieval systems, permits selection of goals in terms of various combinations of subject matter, educational level, types of knowledge and process, career education program goals, concepts and values, and index words. This system provides important cues for interdisciplinary planning. The goals, although printed in subject collections such as science, social science, mathematics, music, etc., may be related and grouped in and across subjects through computer retrieval by requesting those goals bearing one or more of the seven code parameters. Thus, for example, a teacher interested in a unit on marine biology can request goals dealing with related concepts in science, social science, language, mathematics, or any other subject field.

A final use of this collection is for long-range planning and systematic control of educational development. The past few years in education have demonstrated that few results of experimentation and development are transportable. The inability of educators to define clear, unambiguous statements of desired learning outcomes is an important underlying cause. The Tri-county Project is establishing sets of goals that may be used consistently for instructional planning and evaluation. The sets are open and are added to each time teachers or curriculum planners specify appropriate learnings not represented in the original collections. However, any statement admitted to the collection undergoes a rigorous process of statement, definition, and coding to insure that its utility to teachers is equal to goals already in the collection.

These collections will support all curriculum development activities in the Portland School System within a year or two, and in many other school districts in the tri-county area as well. The stability this will provide educational experimentation and development is apparent. The power of the goal collections themselves in promoting good educational planning and the ease and convenience it affords teachers in that planning is equally evident.

Other uses can be cited, but districts will discover these. In all of the above activities, districts are invited and encouraged to use the collection selectively and to add their own goals wherever this collection is insufficient to their needs. We hope that where they do add and modify, they will use the feedback forms and contribute to the expansion and improvement of the original collection.

Will help be available for evaluating the attainment of the goals in this collection?

The principal measurement-related product sought by the project developers is a set of test items related to each course goal. This set is to be so comprehensive that any teacher who selects a course goal and translates it into one or more instructional goals will be able to retrieve items, or at least examples of items, appropriate to assess the attainment of his instructional goals.

The Project is beginning to define evaluation models appropriate for assessment of goals in each of the classes of knowledge and process. These models will be used to guide both psychometricians and teachers in the development of criterion referenced test items appropriate for measuring each type of knowledge and process. Teachers using the course goals during the period the items are being developed will be asked to supply copies of their periodic and final examinations to provide materials for a comprehen-

sive set of test items. Teacher aids for test item development based on the different goal types are being prepared to insure the quality of the item bank. As soon as theoretical formulations relating to values, generalizations, and concepts are refined and consistent, similar work will begin in developing evaluation models and items for those classes of learning. This work should take two to five years to complete, depending on resources.

Is this the final version of the program and course goals?

No. In the development of both the program and the course goals, an effort was made to make them comprehensive, realistic, and immediately applicable to schools as they are currently organized. At the same time, these goals and the taxonomy are to be revised and improved as they are subjected to use and scrutiny by teachers and curriculum personnel. This is to be accomplished through the feedback instrument distributed with these goals.

As time passes, new goals will be called for. For this reason a provision is being made for the continual review and revision of the goals. This will be largely dependent on feedback from the field. Thus, what is being created is a complete, dynamic, open system for goal-based learning and evaluation. Such a system will be a useful resource to all those seeking to improve their understanding of what should be learned, how it should be learned, and how evaluated.

How to read and interpret the materials in this goal collection.

Following this introduction there are four sets of indexes for retrieving course goals (indicated) by four different colors: subject matter taxonomy, pink; knowledge and process classifications, yellow; subject area program goals, blue; and career education program goals, green.

Codes on the course goals refer to the materials on the colored pages. The colors are to help you find the meaning of a code found beside a course goal. Below is a description of how to read and interpret a page of course goals and its codes.

The bulk of the pages in this collection are taken up with the course goals themselves and their codes. Since our aim here is to learn how to read, interpret, and use these goals, let us look at and discuss a sample page of them from the physical education collection. (Please see following page.)

The numbered heading(s) of the left hand column of each page of the course goals (4. Team Sports) identify those sections (and possibly subsections) of the subject matter taxonomy under which the goals on this page are classified. The subject matter taxonomy which is to be found on the pink pages in the front of the book serves as a table of contents for this collection.

By looking through the taxonomy, a user can find what topics are covered and can turn to those in which he is interested. Also, the headings may be used along with one or more of the other codes to retrieve subsets of goals from the computerized storage system. Finally, the taxonomies form a comprehensive but brief overview of the topics in each subject area judged important in K-12 curricula. As such, they form a valuable and convenient tool for curriculum and materials review and planning.

The next thing we note in column (1) under the heading "4.2 Basketball (Cont.)" are the Course Goals themselves. Some goals in this column have a bracket to their left. The goals inside the bracket are logically related and may be viewed as a unit.

PHYSICAL EDUCATION

(1)

4. Team Sports

COURSE GOALS	Level P/I/U/H	(2) Knowledge or Process Classifications	(3) Subject Area Program Goals	(4) Career Education Program Goals	(5) Other Related Content Taxonomy Headings	(6) (C) Concept/ (V1, V2) Value Words
4.2 Basketball (Cont.)						
The student knows the appropriate body mechanics, form, and skills for passes in basketball including: one-hand, two-hand, chest, bounce, underhand, baseball, etc.	I U H	K3 K7	2 8			(C) Movement, technique (C) Psychomot performan
The student is able to perform basketball passes using the appropriate body mechanics, form, and skills.	P I U H	P65	2 3 6 8			(C) Movement technique (C) Psychomot performan
The student knows the appropriate body mechanics, form, and skills for executing shots in basketball including: one-hand, two-hand, set shot, jump shot, lay-in, hook, etc.	I U H	K3 K7	2 8			(C) Movement technique (C) Psychmot performan
The student is able to perform basketball shots using the appropriate body mechanics, form, and skills.	I U H	P65	2 3 6 8			(C) Movement technique (C) Psychomo performan
The student knows various basketball offensive strategies such as: single post, double post, high post, low post, and screening.	U H	K7	6			(C) Strategy sport (C) Judgment
The student knows some basic strategies of man-to-man and zone defense in basketball.	U H	K7	6			(C) Strategy sport (C) Judgment
The student knows that team play is an effective strategy for scoring in basketball.	I U H	K7	6	2c		(C) Strategy sport (C) Judgment
The student knows criteria for selecting appropriate clothing when playing basketball.	I U H	K8	5			(C) Safety

The column (2) on the page as we move from left to right is headed "Level P/I/U/H" (primary, intermediate, upper, and higher). This code provides the teacher or curriculum planner an estimate of the level or levels at which the learning is appropriate. Many times the nature of the goal suggests continued learning over several levels, in which case all levels involved are coded. These indications of level are suggestive only, for it is evident that the appropriate time for learning varies with the interests and abilities of students.

The third column (3) is headed "Knowledge or Process Classifications." The classifications referred to are described at the front of the book on the yellow pages. All goals are roughly classified as knowledge or process depending upon whether they deal with something that the student is to be able to recall or something the student is to be able to do. All goals, therefore, begin with the words, "The student knows..." or "The student is able to..."

The familiar knowledge/process distinction is further subdivided into twelve knowledge and seventy-nine process categories to which all course goals have been coded. It will be noted that these classifications owe a partial debt to earlier researchers; notably, Benjamin Bloom, David Krathwohl, Robert Glaser, Henry Walbesser, and Ralph Tyler in Education; Robert Gagné and Robert Miller in Psychology; Jean Piaget and Jerome Bruner in Child Development; and others.

At this point the reader may question the reason for the rather detailed and elaborate system of classifying educational outcomes that has evolved during the Project. We have found that providing teachers with these classification systems has resulted in a more critical approach to the writing of goals. A teacher in attempting to place a goal in its appropriate category may find that its intent is clearly related to one of the categories but its form of expression does not immediately identify it with that category. By rewording the goal, the teacher brings the true intent of the goal into sharper focus, and in almost every instance improves its meaning and clarity. We have also found that the

detailed classifying of knowledge and process goals provides insight into alternative ways of using them for teaching and evaluation. For example, the K3 and K7 beside the first goal on the preceding page indicate that it may be taught and evaluated either as a goal about the properties of the pass in basketball (K3) or as a goal about the operations involved in the execution of the pass (K7). Work has already begun in analyzing and suggesting to teachers the types of measurement appropriate for each type of knowledge goal. This work will be extended to process learning as rapidly as resources permit.

Column (4) on the page is headed "Subject Area Program Goals." In this column we find the number of one or more of the program goals found in the front of this book on the blue pages. The definition of this type of goal and its relation to course goals was discussed earlier. Here it is enough to recall that program goals are more general than course goals and that a set of program goals should constitute a description of the major overall learning outcomes expected from a program. Each course goal is cross coded to the program goal(s) to whose attainment it is most directly related.

Column (5) on the page is headed "Career Education Program Goals." In this column we may find the code of one or more of the Career Education program goals found in the front of the book on the green pages. Career education, as envisioned by the coders, concerns the total life of an individual, including day-to-day living, vocation, avocation, and leisure. Nearly every course goal bears at least an indirect relationship to career education viewed in that manner. Only those course goals, however, which have a "direct" relationship to a career education program goal have been coded to that program goal.

A "direct" relationship was interpreted to exist between a course goal and a career education program goal if a teacher could easily and naturally attach some career meaning to the instruction relating to that course goal and thus readily integrate the teaching of career education into the teaching

of his subject. The restriction of the codings to direct relationships as just defined means that codings to career education program goals are relatively rare in the parts of the physical education course goal collection containing goals dealing with the knowledge and skills about details of sports and games. This coding to the career education program goals is found, however, more among the goals dealing with such topics as attitudes, values, lifetime sports, leisure, fitness, etc.

A reader should not assume that because a course goal is cross coded to a career education program goal that he should make an effort to relate it to career education in every case. That is up to himself and the policies to which he is responsible. This coding provides suggestions, not prescriptions, for curriculum planning and teaching.

A teacher may use this coding as a help in integrating a discipline and career education and vice versa, by asking himself the following question: "When I am teaching this goal, is there some aspect of career education that can usefully and naturally be brought to the attention of my students?" The cross coding, where it appears, suggests there may be and what the aspect is.

The career education code used with these goal collections makes them the first operational resource for "integrating career education and the rest of the curricula." Naturally a great deal of work has to be done to refine and extend the beginning which the present cross codings represent.

The coding "Other Related Content Taxonomy Headings" under column (6) is provided since goals are often rightly classified under more than one subject heading. The numbers in this column refer to the taxonomy on the pink pages at the front of the book. For purposes of computer retrieval, it is possible to request all goals which deal with a particular subject heading, and to extract not only the goals placed under that heading, but also all other goals cross-referenced to it wherever they are located in the collection.

While this capability presently exists only within a subject field, it later will be provided among subject fields. Limitations of time presented the course goal developers from cross coding the physical education goals as completely as they would have liked. This will be remedied in revision.

Column (7) on this page is headed "(C) Concept/(V1, V2) Value Words." This form of code is one of the newest and potentially most useful ways to describe and retrieve sets of goals, especially for interdisciplinary learning. Although explicitly singling out the concepts and values dealt with in goals is theoretically very interesting and useful, in practice it is very difficult since no valid lists of such concepts and values exist in the various subject areas. Accordingly, the codings applied in this critique edition should be viewed as experimental attempts made to solicit constructive criticism.

The paragraphs below describe briefly the definitions and procedures used in applying this code.

Words chosen to characterize values and concepts represent residuals of experience that influence the way individuals perceive and behave. Thus, the word freedom connotes certain behaviors associated with the ideal state. Likewise, a word like honesty characterizes a set of behaviors which viewed from a societal perspective characterizes an individual as honest. From an educator's point of view, the only resources available to help students acquire the desired concepts and behavioral tendencies are the knowledge and process learnings planned for and with students.

The words designating the major concepts to which a goal relates are written beside that goal in this seventh column. Words identifying concepts are preceded by "(C)" to distinguish them from the value words found in the same column.

A glance through the subject matter taxonomy on the pink pages at the front of the book reveals many headings which themselves are concept words.

These headings have not been repeated as concept words on every goal under that heading, but only on those which bear the most direct and general relationship to the concept designated.

Especially important in considering the nature of values is the distinction between the instrumental processes of clarifying and forming values (V2) and values as end products to be inculcated and strived toward (V1). The curricular and methodological implications of teaching toward values as end products are entirely different from those concerned with the processes of value clarification and formation.

In helping students acquire and strive to attain values (V1), the educator must rely upon teaching knowledge and skills that have a logical bearing upon these values. Where he is concerned with the teaching of value clarification and formation processes (V2), he must teach such conventional skills as verifying information, relating information to criteria, and other methods of clarifying personal and social values by which the clarification, interpretation, and internalization of information can be accomplished. These are the same processes found in the Inquiry and Problem Solving Processes Classification on the yellow pages at the front of the book and are coded in column (3).

The type of values coded in column (7) of this goal collection is type (V1). Where a goal may be used to inculcate or help a student attain a value, the value is named in this column and a "(V1)" is written in front of it. Where a process related to value formation is dealt with in a goal, it will be a process goal. The process will be indicated by the process code in column (3). Values and attitudes have also been dealt with explicitly at the beginning of each major section of the physical education taxonomy and in the goals indexed by them.

Another useful code is the Index Word. Although it does not appear on the printed pages, it is keyed to each goal for retrieval in much the way documents are coded for retrieval in the familiar ERIC retrieval system. Users will have available lists of index words by discipline and across disciplines.

A most important set of materials in this manual is the Feedback Instrument. This instrument calls for the minimum information we need from you, the user, if we are to refine and expand the collection and improve its value to all users. Additional input is welcomed by phone, word of mouth, carrier pigeon, etc., after you have discussed and tried out this resource in your district. Ultimately, the success of the Project is dependent on this input.

Points of special interest about the course goal collection in Physical Education.

The course goal developers in physical education made the following observations in response to the project coordinators' invitation to suggest points for inclusion in this Introduction:

> The course goals in physical education are not all inclusive; they do not include every activity that could be taught in a physical education class, but an attempt has been made to incorporate a variety of goals so that the teacher may choose those which best fit his/her students' needs.
>
> Examples are given (suggested) in some goals to aid the reader in clarifying the meaning of the goal.
>
> Goals are not included for after-school competitive programs.
>
> The phrase "appropriate" is used throughout to allow for individual differences. The phrase "appropriate" means appropriate to the individual at his current level of development.
>
> The course goals do not include knowledge or process goals specifically for corrective physical education, adaptive physical education, or physical education for mentally retarded. We welcome suggestions for the addition of goals concerning these and other related topics.

SUBJECT MATTER TAXONOMY

PHYSICAL EDUCATION TAXONOMY

1. Basic skills of movement

   1.1 Locomotor skills (walking, running, hopping, jumping, leaping, skipping, galloping, sliding, step-hopping)

      1.11 Values

      1.12 Skills and safety concepts

   1.2 Non-locomotive skills (bending, climbing, falling, hanging, landing, lifting, pushing-pulling, stretching, swinging, twisting)

   1.3 Basic sport skills (bouncing, catching, dodging, kicking, rolling ball, rolling body, stopping, striking, throwing)

2. Body control activities (perceptual motor activities, coordination, balance, and flexibility)

   2.1 Values and attitudes

   2.2 Floor skills (individual, partner, small group)

   2.3 Hand and apparatus skills (rope, wand, hoop, parachute)

   2.4 Floor apparatus activities (beam, board, scooter, trampoline)

3. Games of low organization (beginning, relay, and lead up games)

   3.1 Values and attitudes

   3.2 Concepts, skills, and activities

4. Team sports (see 1. Basic skills of movement)

   4.1 Values and attitudes

   4.2 Basketball

   (The following units of analysis and development were used in writing the goals for all the team, dual and individual sports in this taxonomy:

   Knowledge

   History and popularity
   Terminology and rules
   Skills and progression
   Body mechanics in skill performance
   Strategies
   Official and preferred facilities, equipment, supplies, and clothing
   Safety concepts
   Preferred health practices

Process

Develop skills
Application of skills in total activity performance
Analyze and evaluate performances)

4.3 Field hockey

4.4 Flag football

4.5 Gym hockey

4.6 Flag rugby

4.7 Speed away and speedball

4.8 Softball

4.9 Volleyball

4.10 Soccer

4.11 Handball, team

4.12 Water polo

(Baseball, as the other competitive sports, was not included as a unit in physical education. Knowledge and information about skills for baseball may be obtained from the softball goals.)

5. Individual and dual sports

5.1 Attitudes and values

5.2 Badminton

5.3 Bowling

5.4 Fencing

5.5 Gymnastics (See also 2. Body control activities)

5.6 Golf

5.7 Handball

5.8 Paddleball

5.9 Tennis

5.10 Track and Field

5.11 Wrestling

6. Recreational games

6.1 Attitudes and values

6.2 Croquet

6.3 Quiet games

6.4 Tetherball

6.5 Horseshoe pitching

6.6 Rope quoites

6.7 Volley tennis

6.8 Deck tennis

6.9 Floor tennis

6.10 Paddle tennis

6.11 Shuffleboard

6.12 Table tennis

7. Lifetime (recreational) activities

7.1 Attitudes and values

7.2 Archery

7.3 Boating

7.4 Swimming and diving

7.5 Self defense

7.6 Cycling

7.7 Angling

7.8 Hiking (back packing)

7.9 Skating (ice)

7.10 Skiing (down hill)

7.11 Dance (folk)

7.12 Dance (interpretive-creative)

8. Physical Fitness

8.1 Attitudes and values

8.2 Conditioning exercises

8.3 Physical fitness testing

8.4 Weight Training

8.5 Jogging

KNOWLEDGE
AND
PROCESS
CLASSIFICATIONS

-Knowledge Categories-

G1	Principles and Laws
G2	Simple Generalizations
K1	Conventions: Names and Nomenclature
K2	Conventions: Symbols, Rules, Standardized Processes, Definitions
K3	Properties, Parts, Characteristics, Features, Elements, Dimensions
K4	Trends and Sequences
K5	Similarities and Differences, Discriminations, Classifications
K6	Contexts, Locations, and Orientations
K7	Operations, Methods of Dealing with, Functions
K8	Cause and Effect Relationships (Costs and Benefits)
K9	Criteria or Standards
K10	Non Cause-Effect Relationships

-Inquiry-Problem Solving Processes-

P1 Input — Acquiring Information

- P11 Viewing
- P12 Hearing
- P13 Feeling (tactile)
- P14 Smelling
- P15 Tasting
- P16 Using sense extenders

P2 Input Verification — Insuring Validity and Adequacy

- P21 Evaluating authoritativeness of sources
- P22 Evaluating logical consistency and accuracy
- P23 Evaluating relevance to desired learning purposes
- P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

P3 Preprocessing — Organizing Information

- P31 Labeling, naming, numbering, coding
- P32 Recording, listing
- P33 Classifying, categorizing, grouping, selecting, according to criteria
- P34 Ordering, sequencing
- P35 Manipulating, arranging, transforming, computing
- P36 Estimating
- P37 Summarizing, abstracting

P4 Processing I — Interpreting Information (drawing meaning from data)

- P41 Decoding verbal and non-verbal symbols (reading and literal translating)
- P42 Inferring, interpolating, extrapolating
- P43 Analyzing
- P44 Associating, relating, equating
- P45 Comparing, contrasting, discriminating
- P46 Synthesizing
- P47 Testing against standard or criteria
- P48 Generalizing

P5 Processing II — Using Information to Produce New Information

- P51 Theorizing, predicting
- P52 Formulating hypotheses
- P53 Testing hypotheses
- P54 Revising hypotheses

P6 Output I — Acting on the Basis of Information

- P61 Reacting
- P62 Making decisions
- P63 Solving problems
- P64 Restructuring values (adapting, modifying)
- P65 Restructuring behavior (adapting, modifying)
- P66 Encoding verbal and non-verbal symbols prior to communication
- P67 Creating on the basis of knowledge and process

P7 Output II — Communicating Information

- P71 Vocalizing (non-verbal)
- P72 Gesturing, moving
- P73 Touching
- P74 Speaking
- P75 Writing
- P76 Using art media (painting, drawing, sculpting, constructing, etc.)
- P77 Dramatizing
- P78 Singing, playing instruments
- P79 Dancing

SUBJECT AREA

PROGRAM GOALS

PHYSICAL EDUCATION PROGRAM GOALS

1. The student is able to voluntarily maintain a state of physical fitness (strength, endurance, and good body condition).

2. The student knows the basic structures and functions of the human body.

3. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

4. The student values participation in sports and other activities throughout life.

5. The student is able to apply desirable health knowledge and safety practices when participating in physical education activities and sports.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student values the personal qualities of self control, self confidence, good sportsmanship, and respect for others that enable him/her to work and play with others for common goals.

8. The student values graceful form and movement.

CAREER EDUCATION
PROGRAM GOALS

CAREER EDUCATION PROGRAM GOALS

	Awareness K-6	Exploration 7-10	Preparation 11-12
1. Attitudes and Values Toward Self and Others	X	X	X
2. Attitudes and Values Toward Work	X	X	X
3. Career Education and the Total Curriculum	X	X	X
4. Career Exploration		X	X
5. Career Preparation		X	X
6. Career Placement and Employment			X

Regardless of the instructional level at which each group of program goals is introduced, continuous development and reinforcement through the remaining years of education is expected.

CAREER EDUCATION PROGRAM GOALS

1. Attitudes and Values Toward Self and Others

   a. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.

   b. The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others.

   c. The student knows that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2. Attitudes and Values Toward Work

   a. The student knows the personal, social, economic, and political reasons for work in our society.

   b. The student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

   c. The student knows that in our society he is dependent on the goods and services of others for his welfare and survival.

3. Career Education and the Total Curriculum

   a. The student knows that skill in job exploration, selection, and preparation can lead to continuing career enhancement and personal fulfillment.

   b. The student is able to identify career alternatives, select those consistent with his values and goals, and implement chosen courses of action.

   c. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.

4. Career Exploration

   a. The student is able to evaluate his aptitudes, interests, and abilities in exploring career opportunities.

   b. The student knows the major factors that may affect his career opportunities and decisions (e.g., physical, social, economic, educational, cultural, and technological).

   c. The student knows that individuals can learn to function effectively in a variety of occupations.

d. The student knows that every career has entry, performance, physical, attitudinal, and educational requirements.

e. The student knows that career choice may help determine friends, associates, and status in the community.

f. The student is able to select a tentative career choice based upon exploration of a wide variety of occupations.

g. The student knows that career choice affects the amount and type of leisure activity that may be pursued.

5. Career Preparation

a. The student is able to develop and apply the basic skills and behaviors required to perform one or more entry level jobs.

b. The student is able to employ the following organizational skills appropriate to the career of his choice:

1. identify the objectives of a task
2. specify the resources required
3. outline the steps necessary for completion
4. perform the actual operations
5. evaluate the final product

6. Career Placement and Employment

a. The student is able to make an assessment of the labor market to determine opportunities that will advance his career.

b. The student knows the educational opportunities that exist beyond grade 12 for the enhancement of his career skills and his personal development.

c. The student knows the advantages and responsibilities associated with working independently, as a member of a team, and under direct supervision.

d. The student knows that the acceptance of a task requires the acceptance of responsibilities to himself and others.

e. The student knows the opportunities for vertical and lateral mobility within his career cluster.

COURSE GOALS

1. Basic Skills of Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1. Basic Skills of Movement						
The student is able to appropriately select and safely use basic body movements as he participates in sport activities.	P I U H	P33 P65	1			(C) Psychomotor performance
1.1 Locomotor Skills						
The student knows the appropriate form of identifying execution characteristics of each of the various locomotor skills including walking, running, hopping, jumping, leaping, skipping, galloping, sliding, step-hopping.	P I U H	K3	2 6			(C) Fitness, physical (C) Psychomotor performance
The student knows the major locomotor skills associated with various sport activities (e.g., running - football, sliding - basketball).	P I U H	K7	5			(C) Movement, techniques (C) Psychomotor performance
The student knows ways in which specific locomotor skills may be used to advantage in various sports activities (e.g., leaping in football offense, sliding in basketball guarding).	P I U H	K8	5			(C) Fitness, physical (C) Movement, techniques (C) Psychomotor performance
1.11 Values						
The student knows ways in which the use of locomotor skills develops and maintains physical fitness.	P I U H	K8	1 5			(C) Human growth and develop. (C) Fitness, physical (V1) Well-being, physical

1. Basic Skills of Movement
1.1 Locomotor Skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.12 Skills and Safety Concepts						
The student is able to execute each locomotor skill using appropriate form.	P I U H	P62	3			(C) Movement tech (C) Psychomotor performance
The student is able to execute locomotor skills with efficiency and grace.	P I U H	P65 P79	3 6			(C) Psychomotor performance (V1) Gracefulness
The student knows aspects of safety which should be practical in performing each locomotor skill.	P I U H	K8	2			(C) Safety, precautions (C) Psychomotor performance (V1) Responsibility

1. Basic Skills of Movement
1.2 Non-Locomotor Skills

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.21 Values						
The student knows ways in which each non-locomotor skill can be useful in developing physical fitness and muscle tone.	I U H	K8	1			(C) Fitness, physical (V1) Well-being, physical
1.22 Skills and Safety Concepts						
The student knows the appropriate form of identifying execution characteristics of non-locomotor skills including bending, pushing, pulling, twisting, falling, climbing, hanging, dropping (landing), lifting, swinging.	P I U H	K1	2			(C) Fitness, physical
The student knows the non-locomotor skills used in each sport activity.	P I U H	K3	6			
The student is able to select and safely execute appropriate non-locomotor skills when engaging in various sports activities.	P I U H	P62 P65	3 6			(C) Safety
The student knows aspects of safety precautions which may be used while performing each non-locomotor skill.	P I U H	K8	1 5			(C) Fitness, physical (C) Safety, precautions
The student is able to execute each non-locomotor skill using appropriate safety precautions.	P I U H	P62 P65	5			(C) Safety, precautions

1. Basic Skills of Movement

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.3 Basic Sport Skills						
The student knows the appropriate form of execution of the physical skills basic to sports activities including ball throwing, bouncing, catching, striking, dodging, kicking and rolling, and body rolling and stopping of body movement.	P I U H	K1	6			(C) Psychomotor performance
The student is able to safely execute the major physical movements basic to sports activities.	P I U H	P62 P65	6			(C) Safety (C) Movement techniques

2. Body Control Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classification	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2. Body Control Activities						
The student knows the location and use of print and non-print materials related to motor activities in physical education (e.g., card catalog: "Tumbling," "Gymnastics"; Reader's Guide: "Exercise," "Trampolines"; periodicals: Modern Gymnist, Mademoiselle Gymnist; area and building audio-visual catalogs: "Trampoline," "Apparatus, Gym").	I U H	K6	3 6 8			(C) Resources, fitness, physical (V1) Inquiry

2. Body Control Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.1 Values and Attitudes						
The student knows the skills basic to other activities and sports which are learned in body control activities.	P I U H	G2 K7	2 6	1b		(C) Psychomotor performance
The student knows that body control activities enhance growth in: (1) awareness of body and its relation to space, (2) creativity and initiative, (3) neuro-muscular skills, (4) perception, coordination, laterality, balance, etc., (5) muscle tone and development.	P I U H	G2 K3	2 6	1b		(C) Growth and development (V1)Well-being, physical
The student knows that body control activities foster other learning such as: how the body is used, how it works, how it fits into its surroundings.	P I U H	G2 K7	2 6	1b		(C) Learning (V1)Self-worth (V1)Well-being, physical

2. Body Control Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.2 Floor Skills						
The student knows stunt activities of the following types: (1) individual (corkscrew, heel click, cross legged stand), (2) partner (wring the dishrag, wheelbarrow, rooster fight), (3) group (pyramids).	P I U H	K3	6			
The student is able to use various floor and hand apparatus to develop body control.	P I U H	P61 P72	3 7		2.3 2.4	(C) Movement, techniques (C) Growth and development
The student knows that most floor activities involve individual, partner, and small group work of low organization.	P I U H	G2	6			
The student is able to use a variety of mimetic activities to develop body control including mirror images, follow the leader, form perception, and animal walk.	P I U H	P65	2 3 6 8	1b		(C) Movement, techniques (C) Growth and development
The student is able to perform a variety of creative rhythm activities which help develop body control including "follow the leader," finding new ways to move, identifying the rhythm in rounds, and initiating rhythm.	P I U H	P65	2 3 6			(C) Movement, techniques (C) Growth and development (C) Rhythm
The student is able to practice safety concepts and precautions while participating in body control development activities (e.g., protecting non-padded parts of the body, avoiding collision in group movement).	P I U H	P65	5			(C) Safety, precautions

2. Body Control Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.3 Hand and Apparatus Skills						
The student knows the identifying terms and characteristics of various hand apparatus and equipment including ball, rope, wand, hoop and parachute.	P I U H	K1	3			
The student is able to use various hand apparatus and equipment in warm-up exercises and lead-up games appropriate to sports activity participation.	I U H	P33 P65	3			(C) Adaptation
The student knows ways to use hand apparatus and equipment in activities such as recreation, physical exercise, lead-up games, and conditioning.	I U H	K3 K7	3		3.2	(C) Adaptation
The student knows ways that hand apparatus may be used to develop graceful body movement and form (e.g., balancing something on head while walking, rolling ball, skipping rope, twirling wand).	P I U H	K8	3 7 8		2.1	(C) Movement, techniques (C) Growth and development (C) Form (V1) Gracefulness
The student knows rules for safe use of hand apparatus and equipment in various activities.	P I U H	K8	5			(C) Safety, precautions
The student practices safety rules and precautions while using hand apparatus and equipment.	P I U H	P33 P65	5			(C) Safety, precautions

2. Body Control Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
2.4 Floor Apparatus Activities						
The student knows the identifying terms and characteristics of floor activity apparatus and equipment including beam, board, scooter, trampoline.	P I U H	K1	3			
The student is able to select appropriate floor apparatus for desired types of physical development (e.g., beam and board for balance practice, trampoline for development of body twist and movement).	P I U H	P33	3 7			(C) Growth and development
The student is able to use floor apparatus to develop body control including balance, muscle tone, direction control.	P I U H	P61 P72	3 7			(C) Growth and development
The student is able to practice safety precautions while participating in activities using floor apparatus.	P I U H	P33 P65	5			(C) Safety, precautions
The student knows safety precautions which may be used while participating in floor apparatus activities such as: (1) making use of mats and padding, (2) being careful around wheels and moving parts, (3) keeping traffic area of floor clear of small and rolling objects, (4) using spotters while learning skills, (5) checking area for clearance when moving, (6) using support while learning balancing skills.	P I U H	K8	5			(C) Safety, precautions

3. Games of Low Organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3. Games of Low Organization						
The student knows the location and use of print and non-print materials related to physical education games of low organization (e.g., area and building audio-visual catalogs: "Games, Singing"; card catalog and subject guide to books in print: "Games"; Reader's Guide: "Games").	I U H	K4	3			(C) Resources, sports (V1) Inquiry
3.1 Values and Attitudes						
The student knows the benefits which may be obtained through participation in games of low organization including physical fitness, recreation, development of leadership qualities, and development of good sportsmanship.	P I U H	K7 K8	3	1b 3c		(C) Growth and development (V1) Well-being, physical
3.2 Concepts, Skills, and Activities						
The student is able to perform the movement, timing, and rhythm skills required in beginning games including locomotor, singing, tagging, and partner games.	P I U H	P61 P65	3 7			(C) Adaptation (C) Psychomotor performance
The student is able to perform the movement skills required in the following types of tag games: (1) games involving locomotion skills, (2) games involving body parts, (3) games involving home base.	P I U H	P61 P65	3 7			(C) Adaptation (C) Psychomotor performance

3. Games of Low Organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.2 Concepts, Skills, and Activities (Cont.)						
The student knows the formations used in relays (e.g., circle and semi-circle, squads, line with and without leaders, shuttle, spoke).	P I U H	K7 K8	2 6			
The student is able to perform the locomotor skills required in games such as: (1) Gallop Tag, (2) Cat and Rat, (3) Circus Master, (4) Squirrel in the Trees, (5) Hound and Rabbit, (6) Two Deep.	P I U H	P61 P65	3 7			(C) Psychomotor performance
The student is able to perform the movement skills required in relay activities such as: (1) Circle Pass Relay, (2) Snowball Relay, (3) Bean Bag Pass, (4) Ball Roll Relay, (5) Cross Over Relay.	P I U H	P65	3 6 7			(C) Psychomotor performance (C) Adaptation
The student knows that basketball skills can be reinforced and improved through a variety of lead-up games such as: (1) End Ball, (2) Birdie in the Cage, (3) Captain Ball.	P I U H	K5 K7 K8	2 6 7		4.3	(C) Performance level (C) Adaptation
The student knows that football skills can be reinforced and improved in a variety of lead-up games such as: (1) End Ball, (2) Keep Away, (3) Kick Over.	P I U H	K5 K7 K8	2 6 7		4.6	(C) Performance level (C) Adaptation
The student knows that soccer skills can be reinforced and improved through a variety of lead-up games such as: (1) Circle Kickball, (2) Soccer Touch Ball, (3) Circle Soccer.	P I U H	K5 K7 K8	2 6		4.13	(C) Performance level (C) Adaptation

3. Games of Low Organization

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
3.2 Concepts, Skills, and Activities (Cont.)						
The student knows that softball skills can be reinforced and improved through a variety of lead-up games such as: (1) Throw in and Run, (2) Two-Pitch, (3) Hit and Run.	P I U H	K5 K7 K8	3 6 7		4.10	(C) Performance level (C) Adaptation
The student knows that volleyball skills can be reinforced and improved through a variety of lead-up games such as: (1) Keep It Up, (2) Newcomb, (3) One-Bounce Volley.	P I U H	K5 K7 K8	2 6		4.12	(C) Performance level (C) Adaptation
The student is able to reinforce and improve sport skills through appropriate lead-up games.	P I U H	P61 P65	2 3 6		4.12	(C) Performance level (C) Adaptation

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4. Team Sports						
The student knows the location and use of print and non-print materials related to team sports in physical education (e.g., card catalog: "Basketball," "Football," "Softball," "Baseball"; area and building audio-visual catalogs: "Sport," "Sport, Basketball"; periodicals: Sports Illustrated).	I U H	K6	3			(C) Resources, sports (V1) Inquiry

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.1 Values and Attitudes						
The student knows that putting individual contributions together into a team effort requires loyalty, cooperation, and self-discipline.	P I U H	K8	7	1a 1b 6c		(V1)Loyalty (V1)Cooperation (V1)Self-discipline (V1)Sportsmanship
The student knows ways in which individuals can contribute to team morale (e.g., tolerance, respect for others, self-respect, self-discipline, cooperation).	U H	K3 K8	7	1a 1b 6c		(V1)Tolerance (V1)Respect for others (V1)Self-respect (V1)Self-discipline (V1)Cooperation
The student knows ways in which the following contribute to sportsmanship: (1) following accepted codes of ethics, (2) respecting opponents, officials, etc., (3) controlling emotions, (4) accepting victory or defeat.	P I U H	K3 K8	7	1a 1b 6c		(V1)Sportsmanship
The student knows that team participation can contribute to the ability to work with others towards a common goal and the ability to accept and meet responsibilities.	P I U H	K3 K8	7	1a 1b 6c		(V1)Sportsmanship (V1)Cooperation (V1)Responsibleness
The student knows how the following contribute to graceful form: (1) muscle control (strength, agility, flexibility), (2) purposeful patterns of movement, (3) efficiency of movement, (4) balance.	U H	K3	4 8			(V1)Gracefulnes
The student knows ways in which team sports contribute to mental and physical fitness: (1) easing mental fatigue, (2) building resistance to disease, (3) relieving social tensions, (4) developing muscle tone and strength.	I U H	K3	1 4 7			(V1)Physical well-being (V1)Mental well-being

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Basketball						
The student knows the major historically significant facts about the game of basketball including: originated in U.S.; invented to provide an indoor, physically strenuous, man contact, team sport.	I U H	K1 K6	4			(C) History, sports
The student knows the major facts relating to the popularity of basketball including: played by both sexes, very popular in the U.S., played worldwide, played in Olympic competition.	I U H	G2 K3	4			
The student knows the name and uses of basketball court markings.	I U H	K2 K3	6			
The student knows the rules governing basketball including those which concern: (1) equipment, (2) officials and their duties, (3) players and substitutes, (4) scoring and timing, (5) live ball and dead ball, (6) out-of-bounds and throw-in, (7) free throw, (8) violations, (9) fouls, (10) penalties.	I U H	K2 K9	6			
The student knows terms and symbols used in scoring basketball.	I U H	K2 K3	6			
The student is able to keep a scorebook in basketball.	I U H	P65	6			
The student knows the appropriate body mechanics, form, and skills for the following phases of basketball including: receiving the ball, dribbling, pivoting, guarding and rebounding.	P I U H	K3 K7	3			(C) Movement, techniques (C) Psychomotor performance
The student is able to employ basketball maneuvers using the appropriate body mechanics, form, and skills.	P I U H	P65	3			(C) Movement, techniques (C) Psychomotor performance

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Basketball (Cont.)						
The student knows the appropriate body mechanics, form, and skills for passes in basketball including: one-hand, two-hand, chest, bounce, underhand, baseball, etc.	I U H	K3 K7	2 8			(C) Movement, techniques (C) Psychomotor performance
The student is able to perform basketball passes using the appropriate body mechanics, form, and skills.	P I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for executing shots in basketball including: one-hand, two-hand, set shot, jump shot, lay-in, hook, etc.	I U H	K3 K7	2 8			(C) Movement, techniques (C) Psychomotor performance
The student is able to perform basketball shots using the appropriate body mechanics, form, and skills.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows various basketball offensive strategies such as: single post, double post, high post, low post, and screening.	U H	K7	6			(C) Strategy, sport (C) Judgment
The student knows some basic strategies of man-to-man and zone defense in basketball.	U H	K7	6			(C) Strategy, sport (C) Judgment
The student knows that team play is an effective strategy for scoring in basketball.	I U H	K7	6			(C) Strategy, sport (C) Judgment
The student knows criteria for selecting appropriate clothing when playing basketball.	I U H	K8	5			(C) Safety

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Basketball (Cont.)						
The student knows that for safety the playing area in basketball should: be clean, have non-skid surface, be free from obstructions, have padding on the wall beneath backboards.	I U H	K8	5			(C) Safety
The student knows that deliberate body contact is an unsafe practice in basketball.	P I U H	K8	5 6 7			(C) Safety
The student knows that after playing basketball, a proper "cooling-off" before going outside helps prevent respiratory illness.	P I U H	K8	2 5			(C) Safety (V1) Well-being, physical
The student is able to analyze and evaluate, both in practice and in games, his performance in basketball.	I U H	P43	2 3 6 8			(C) Evaluation (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.3 Field Hockey						
The student knows the major historically significant facts about the game of field hockey including: dates back to Greek origin, was introduced in the United States in 1921.	U H	K4	4			(C) History, sports
The student knows the major facts relating to the popularity of field hockey including: played primarily by women in the United States, played in men's Olympic competition, played competitively in most Commonwealth countries.	U H	K4	4			
The student knows the names of the eleven field hockey player positions.	U H	K1	6			(C) Organization team
The student knows the definition of the terms related to fouls in field hockey including: sticks, advancing, obstruction, off-side, illegal use of hands, foot stop.	U H	K2	6			(V1) Sportsmanship
The student knows the field hockey rules including those related to: play in the striking circle, stick-handling, use of the feet, scoring.	U H	K2 K9	6			(V1) Sportsmanship
The student knows the preferred grip of the field hockey stick in various situations including: carrying the stick, dribbling, driving, scooping, flicking, tackling, lunging.	U H	K3	2 3 6			
The student knows the appropriate body mechanics, form, and skills for offensive maneuvers of field hockey including: the fluke, the push pass, the dodge, and the drive.	U H	K2 K3 K7	2 3 6			(C) Movement, techniques

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
4.3 Field Hockey (Cont.)						
The student is able to employ offensive maneuvers in field hockey using the appropriate body mechanics, form, and skills.	U H	P65	3 6			(C) Movement, techniques (C) Performance level
The student is able to employ the offensive techniques in a field hockey game including: triangular passing, backing up, rushing the goal.	U H	P65	3 6			(C) Movement, techniques
The student knows the appropriate body mechanics, form, and skills for defensive maneuvers of field hockey including: the stick tackle and the lunge.	U H	P65	2 3 6			(C) Movement, techniques (C) Performance level
The student is able to employ defensive maneuvers in field hockey using the appropriate body mechanics, form, and skills.	U H	P65	3 6			(C) Movement, techniques (C) Performance level
The student is able to effectively mark (guard) an opponent in a field hockey game.	U H	P65	3 6			(C) Movement, techniques
The student is able to play defense in a field hockey game using techniques such as: covering, clearing, tackling back, interchanging.	U H	P65	3 6			(C) Movement, techniques
The student knows that the responsibility of the backs is defense of the striking circle in the game of field hockey.	U H	K2	6			(V1) Responsibility
The student knows that the field hockey goalkeeper's defense of the goal includes the following means: striking (clearing) the ball with the stick, kicking the ball, stopping the ball with the hands.	U H	K2 K3	6			

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Processes Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.3 Field Hockey (Cont.)						
The student knows the elements related to body movements of playing the game of field hockey, such as: wrist action flexible, trunk inclined forward, running form relaxed.	U H	K3	3			(C) Movement techniques
The student knows that the three halfbacks on a field hockey team are responsible for playing both offense and defense.	U H	K2	6			(V1)Responsibility
The student knows that the five player forward line is responsible for scoring goals in field hockey.	U H	K2	6			(V1)Responsibility
The student knows the correct positioning of players for field hockey plays including: 16 yard hit, bully, roll-in, free hit, corner.	U H	K8	2 6			
The student knows the characteristics of the equipment of field hockey including: wooden stick with curved blade, one side being flat; small ball made of either hard rubber or plastic; a goal area at both ends of the playing field; protective pads for the goalie and for the players.	U H	K2 K3	6			
The student knows the official markings and dimensions of a field hockey playing field.	U H	K3	6			
The student knows field hockey safety precautions including: wearing shin guards to prevent leg injury, executing competent stick work and footwork, warming up prior to participation.	U H	K3 K8	5			(C) Safety, precautions

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.3 Field Hockey (Cont.)						
The student knows health practices in field hockey including: warm up, cool down; wear suitable clothing for varying weather conditions; refrain from play when injured or overly fatigued.	U H	K7 K8	5	1a 4d		(C) Safety (V1) Well-being, physical
The student is able to analyze and evaluate, both in practice and in games, his/her performance in field hockey.	U H	P43	2 3 6			(C) Evaluation (C) Performance level

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.4 Flag Football						
The student knows that flag football is a modification of American tackle football.	I U H	K3	4 6			(C) Adaptation
The student knows the names of the eleven football player positions.	I U H	K1 K2	6			(C) Organizatio team
The student knows the definition of terms related to the markings on the football playing area including: goal line, goal post, scrimmage line, yard lines, end zone, side lines.	I U H	K1 K2	6			
The student knows the definition of terms relating to the play in football including: huddle, downs, centering, fumble.	I U H	K1 K2	6			
The student knows the definition of terms relating to positioning in football including: backfield, linemen.	I U H	K2	6			(C) Organizatio team
The student knows the football official's signals which control the game, such as: foul signals, procedure signals, time out signals.	I U H	K2	6			
The student knows that penalties in flag football result in yardage loss of 5 to 15 yards.	I U H	K8 K9	6			
The student knows that clipping and unnecessary roughness are illegal in flag football because of the possibility of injury.	I U H	K8 K9	5 6 7			(C) Safety (V1)Sportsmanship (V1)Well-being, physical

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.4 Flag Football (Cont.)						
The student knows situations in which fouls and violations are most likely to occur in football (e.g., during kickoff).	I U H	K6 K7	6			(V1)Sportsmanship
The student knows the rules relating to fouls and the resulting penalties in a game of flag football.	I U H	K2 K9	5 6			(V1)Sportsmanship
The student knows that scoring in football is accomplished by a touchdown, field goal, extra point after a touchdown, and safety.	P I U H	K2 K7	6			
The student knows the appropriate body mechanics, form, and skills for the maneuvers of football including: the stance, centering, the hand off, passing, receiving, running with the football, and punting.	U H	K3	2 3			(C) Movement techniques
The student is able to execute football maneuvers using the appropriate body mechanics, form, and skills.	U H	P65	3 6			(C) Movement techniques
The student knows the forward pass in football is one of the main offensive strategies.	I U H	K7	6			(C) Strategy, sports
The student knows that the outside offensive attack is aided by the lateral pass.	I U H	K7 K8	6			
The student knows the characteristics of the basic offensive formations in football such as: T, split T, wing T, I.	I U H	K1 K3 K7	6			(C) Strategy, sports

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.4 Flag Football (Cont.)						
The student knows that the defensive and offensive strategies that a team employs are influenced by the opponents' strategies.	I U H	K7 K8	6			(C) Strategy, sports
The student knows that passing strategy in football includes the following: lateral pass, short pass, long pass, pass-run option.	I U H	K3 K7	6			(C) Strategy, sports
The student knows the formations of defensive strategy in flag football including: goal line, 7-2 (running), 5-4 (passing).	U H	K3	6			(C) Strategy, sports
The student knows the markings and dimensions of an official flag football field.	I U H	K2 K3	6			
The student knows that the following equipment is necessary for a game of flag football: (1) football, (2) flags, (3) jersey, flags (team identity).	I U H	K2 K7	6			
The student knows that a safe football field is free of hazards, such as broken glass and holes.	P I U H	K8	5			(C) Safety
The student is able to analyze and evaluate his current level of performance in a game of flag football.	I U H	P43	3 6 8			(C) Performance level (C) Evaluation (V1) Growth and development (V1) Cooperation

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.5 Gym Hockey						
The student knows that a gym hockey team consists of goalies, centers, forwards, and guards.	P I U H	K1	6			
The student knows the names of the gym hockey player positions.	I U H	K1	6			(C) Organization, team
The student knows the definition of the gym hockey terms including: off side, floor violation, sudden death, official's signals, roughing foul, muff, crease.	P I U H	K1	6			
The student knows that gym hockey consists of three equal periods with a rest between each.	P I U H	K2 K9	6			
The student knows that gym hockey rule violations include: touching puck with hand, having stick too high, hacking, tripping, pushing, blocking with the body.	P I U H	K2 K9	5 6 7			(V1) Sportsmanship
The student knows the rules governing goal keeping in a gym hockey game.	P I U H	K1 K2 K9	6			
The student knows the appropriate body mechanics, form, and skills for the maneuvers of gym hockey including: passing, receiving a pass, guarding, stick handling, goal tending, shooting.	P I U H	K1 K3	6			(C) Movement, techniques
The student is able to employ gym hockey maneuvers using the appropriate body mechanics, form, and skill.	P I U H	P65	3			(C) Movement, techniques
The student knows that the wrist flick shot is the preferred shot in gym hockey.	P I U H	K1	6			(C) Movement, techniques

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.5 Gym Hockey (Cont.)						
The student knows the elements of gym hockey strategy, such as: passing the puck around, playing your position.	I U H	K7	6			(C) Movement, techniques (C) Strategy, sports
The student knows several gym hockey defensive strategies (e.g., staying close to your opponent, watching the puck, playing up the middle).	I U H	K7	6			(C) Movement, techniques (C) Strategy, sports
The student knows that team work is an important aspect of strategy in the game of gym hockey.	P I U H	K3	6 7			(C) Strategy, sports
The student knows that the equipment needed for a gym hockey game includes: a stick for each player, a goal for each team, a puck, a means of distinguishing each team.	P I U H	K1 K3	6			
The student knows the characteristics of safety factors for stick handling in gym hockey including: handling the stick and checking.	P I U H	K2 K3	5 6			(C) Safety
The student knows the following health aspects should be observed in gym hockey: (1) warming up, (2) cooling off before going outside, (3) reporting all injuries.	P I U H	K3	5			(C) Safety (V1) Well-being, physical
The student is able to analyze and evaluate his performance in gym hockey, both in practice and in games, including: his observance of rules and safety factors, and his employment of game strategy.	P I U H	P65	3 5 6			(C) Evaluation (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.6 Flag Rugby						
The student knows the definition of flag rugby terms including: left up, flag tackle, scrimmage.	U H	K1	6			
The student knows the rules governing flag rugby including those regarding: number of players, playing time, fouls (penalty kick).	U H	K2	6			(V1)Sportsmanship
The student knows the rules for player positions in flag rugby including: forwards, halfbacks, fullbacks, goalie.	U H	K2 K9	6			
The student knows the rules for scoring flag rugby: try, conversion, field goal, penalty kick.	U H	K2 K9	6			(V1)Sportsmanship
The student knows the rules related to goalkeeping in flag rugby including: restricted to goal area, running with the ball.	U H	K2 K9	6			(V1)Sportsmanship
The student knows the rules governing situations in flag rugby: fumble, out-of-bounds, blocking, tackling.	U H	K2 K9	6			(V1)Sportsmanship
The student knows the appropriate body mechanics, form, and skills for maneuvers in flag rugby including: punt, drop kick, receiving, passing, place kick.	U H	K3 K7	2 3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows that flag rugby skills include the following: continuous action, throwing, catching, dodging, kicking, and pursuing.	U H	K3 K8	6			(C) Psychomotor performance
The student is able to employ flag rugby maneuvers using the appropriate body mechanics, form, and skills.	I U H	P61 P65	6			(C) Movement, techniques (C) Psychomotor performance

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.c Flag Rugby (Cont.)						
The student knows offensive strategies in flag rugby including: hand-off, faking, dodging.	U H	K3 K8	6			(C) Strategy, sports
The student knows defensive strategies in flag rugby including: the halfback and fullback assignments.	U H	K3 K8	6			(C) Strategy, sports
The student knows strategies for advancing the ball in flag rugby including: carrying the ball (run), passing, kicking (punt, drop kick or place kick).	U H	K3	6			(C) Strategy, sports
The student knows the equipment used for flag rugby (e.g., flags, flag belt, scrimmage vest, playground ball).	U H	K2 K3 K9	6			
The student knows the safety concepts in flag rugby (e.g., avoidance of unnecessary roughness, non-contact--personal).	U H	K2 K8	5			(C) Safety (V1) Sportsmanship
The student is able to evaluate his playing performance during the game of flag rugby, such as: (1) teamwork, (2) strategy, (3) passing ability, (4) receiving ability, (5) kicking ability.	U H	P61 P65	2 3 6 8			(C) Evaluation

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Speedaway and Speedball						
The student knows the names of the official markings on a speedaway (speedball) field.	U H	K1 K2	6			
The student knows the names of the positions on a speedaway (speedball) team.	U H	K1	6			(C) Organization team
The student knows the definition of terms in speedaway (speedball) including: ground ball, aerial ball, kick-off, pivot, attacking team, and defending team.	U H	K2	6			
The student knows the definitions of the speedaway (speedball) terms relating to an aerial ball including: volley, juggle, or air dribble.	U H	K2	6			
The student knows the definition of speedaway (speedball) terms relating to stopping the ball including: blocking the ball, trapping the ball.	U H	K2	6			
The student knows the definition of speedaway (speedball) terms relating to kicking including: drop kick, place kick, punt, dribble.	U H	K2	6			
The student knows the definition of the following terms related to scoring methods in speedaway: field goal, drop kick, touchdown, penalty kick, end goal.	U H	K1 K2	6			
The student knows the definition of the following terms related to scoring methods in speedball: touchdown, try for point, safety.	U H	K1 K2 K9	6			

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
4.7 Speedaway and Speedball (Cont.)						
The student knows the rules governing speedaway (speedball) situations including: tie ball, free kick, penalty corner, out-of-bounds.	U H	K2 K9	6 7			(V1)Sportsmanship
The student knows the rules of speedaway (speedball) including those governing: team players, boundries, length of game, fouls.	U H	K2 K9	6 7			(V1)Sportsmanship
The student knows the penalties for rule infractions in speedaway (speedball) (e.g., free kick, corner kick).	U H	K2 K9	6 7			(V1)Sportsmanship
The student knows the relationship of speedaway (speedball) to soccer, basketball, field ball, field hockey, and football.	U H	K3 K5	3 6			
The student knows the appropriate body mechanics, form, and skills for speedaway (speedball) aerial maneuvers including: volley, juggle or air-dribble.	U H	K3 K7	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for speedaway (speedball) maneuvers relating to stopping the ball including: blocking, trapping (sole of foot, front of legs, inside of legs).	U H	K3 K7	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for conversion maneuvers including: one foot left to self, two foot left to self, left to teammate.	U H	K3 K7	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Speedaway and Speedball (Cont.)						
The student knows the appropriate body mechanics, form, and skills for speedaway (speedball) kicking maneuvers including: drop kick, place kick, punt, dribble.	U H	K3 K7	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student is able to execute speedaway (speedball) maneuvers using the appropriate body mechanics, form and skills.	I H	P65	2 3 4 6 8			(C) Psychomotor performance (C) Growth and development
The student is able to apply his knowledge and skills of speedaway (speedball) to a game situation.	U H	P65	4 6			(C) Psychomotor performance
The student knows the three halfbacks in speedaway (speedball) are responsible for playing both offense and defense.	U H	K7 K8	3 6 7			(V1) Responsibility
The student knows that forward line players in speedaway (speedball) are primarily responsible for scoring goals.	U H	K7 K8	2 3 6 7			(V1) Responsibility
The student knows that the fullbacks and goalkeeper on a speedaway (speedball) team are defensive players.	U H	K7 K8	2 3 6 7			(C) Strategy, sports
The student knows the strategies related to the player positions in speedaway (speedball) including: marking, interchanging, covering, triangular passing.	U H	K7 K8	3 6			
The student knows the official equipment needed for speedaway (speedball).	U H	K2 K3	6			

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.7 Speedaway and Speedball (Cont.)						
The student knows that the following safety concepts are desirable in playing speedaway (speedball): playing position, avoiding body contact, wearing appropriate footwear.	U H	K3 K8	5			(C) Safety
The student is able to analyze and evaluate his current level of performance in speedaway (speedball), both in practice and in games (e.g., skill in playing his position, working with teammates).	U H	Ph3	2 4 6 8			(C) Evaluation (C) Performance level (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.0 Softball						
The student knows that the game of softball originated from the game of baseball.	P I U H	G2 K4 K6	4			(C) History, sports
The student knows the symbols and procedures used in softball scoring including: inning, runs, hits, errors, batting order and substitution, position numbers.	I U H	K2	6			
The student is able to score a game of softball using the appropriate symbols and procedures.	U H	P32 P66	6			
The student knows the names of the different softball positions, such as: pitcher, catcher, etc.	I U H	K1	6			(C) Organizatio team
The student knows the primary responsibilities of each player on a softball team including: playing position, playing batter, and covering bases.	I U H	K2	6			(C) Organizatio team (V1) Responsibility
The student knows the definition of the terms relating to the softball facility including: foul line, backstop, bases, home plate, pitcher's plate, batter's box.	I U H	K2 K6	6			
The student knows the definition of softball base-running terms including: base-path, running in order, stealing, tagging up on a fly ball, legal advance, tagging the runner, over-running the base.	P I U H	K2	6			
The student knows the definition of softball batting terms including: swinging, bunting, balls, strikes, foul balls, fair balls, and batting box.	P I U H	K2	6			

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.3 Softball (Cont.)						
The student knows the definition of softball throwing terms including: overarm throw, underhand throw, pitching (curve, drop, rise).	P I U H	K2	6	4a		
The student knows the definition of terms for the types of outs in softball including: strike out, force out, tag out, infield fly out.	P I U H	K2	6			
The student knows the softball rules concerning the ball in play including: fair ball, foul ball, infield fly.	P I U H	K2	6			(V1)Sportsmanship
The student knows the official dimensions and markings of a softball field.	I U H	K2	6			
The student knows the rules about base-running in softball including: tagging interference, base paths, over-running.	P I U H	K2	6			(V1)Sportsmanship
The student knows the rules of batting in softball including: batter's box, foul and fair ball, bunting, etc.	P I U H	K2	6			(V1)Sportsmanship
The student knows the appropriate body mechanics, form, and skills for manuevers of softball including: catching, throwing, and pitching.	P I U H	K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the manuevers of fielding in softball including: fielding a fly ball, fielding a ground ball, and defensive starting position.	P I U H	K3	2 6			(C) Movement techniques (C) Psychomotor performance

I. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
A. Softball (Cont.)						
The student knows the appropriate body mechanics, form, and skills for the maneuvers of base-running in softball including: starting, running, sliding, and tagging.	I U H	K3	2 6			(C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the maneuvers of batting in softball including: swinging, bunting, and pitch selection.	P I U H	K3	2 6			(C) Psychomotor performance
The student is able to employ softball maneuvers using the appropriate body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques
The student is able to execute the softball skills necessary for his participation in a game.	P I U H	P61 P65	3 6			(C) Performance level (C) Psychomotor performance
The student knows the strategies which apply to fielding in softball including: positioning for the batter, covering bases, positioning and playing for the out.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the strategies which apply to batting in softball including: variety of swings and placement of the ball.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the strategies which apply to throwing in softball including: throwing to the base ahead of the runner and relay throws.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the strategies which apply to pitching in softball including: varying types of pitches, making pitches go over the plate, intentional walk.	I U H	K7 K8	6			(C) Strategy, sports

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.8 Softball (Cont.)						
The student knows that there are differences between a fast pitched softball and a slow pitched softball including flight of pitch, no. of players.	I U H	K2 K5	6	4a		(C) Adaptation
The student knows the characteristics of a desirable softball facility including: ground surface, grass, backstop, and benches.	I U H	K2	6			(C) Safety
The student knows the various types of desirable softball equipment including: softballs, bats, gloves, mitts, chest protectors, face masks, bases, and shoes.	I U H	K2	6			(C) Safety
The student knows that the following safety concepts are desirable in playing softball: calling for fly balls; keeping non-batting members of the batting team behind a screen; dropping the bat at the plate after hitting; wearing protective equipment such as mask, mitt, glove, chest protector.	P I U H	K7 K8	5 6			(C) Safety
The student knows that the following health practices are desirable when playing softball: warming up arms and legs before throwing, hitting or stretching.	P I U H	K7 K8	5			(V1) Well-being physical
The student is able to analyze and evaluate his performance in softball, both in practice and in games (e.g., various skills, playing position, strategies).	I U H	P42 P43	3 6			(C) Evaluation (C) Performance level (C) Growth and developmen

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.2 Volleyball						
The student knows that the game of volleyball originated in the United States.	I U H	K4	4			(C) History, sports
The student knows that variations of the volleyball game are popular, such as: power volleyball, recreational volleyball, and modified volleyball.	I U H	K4 K5	6			
The student knows the official rules for scoring a game of volleyball.	I U H	K2 K9	6			
The student knows the definition of volleyball terms including: blocking, hit ball, out-of-bounds, screening, spiked ball, set.	I U H	K2	6			
The student knows the dimensions of the official volleyball court, such as: court size, height of net, etc.	U H	K2 K6	6			
The student knows the volleyball rules relating to the play of the ball including: simultaneous contact, number of contacts per team, successive contacts.	I U H	K2 K9	6			
The student knows the volleyball rules relating to the make-up of the teams including: number of players and position of players.	I U H	K2 K3 K9	6			
The student knows the rules relating to violations and the resultant penalties which regulate the game of volleyball.	I U H	K2 K9	6			(V1) Sportsmanship
The student knows the duties of the volleyball officials including: scorers, referee, umpire, time keeper, linesman.	I U H	K2 K9	6	3b 4a 4d		

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.9 Volleyball (Cont.)						
The student is able to apply the rules of scoring in a game of volleyball.	I U H	P65	3 6			
The student knows the appropriate body mechanics, form, and skills for the maneuvers of volleyball including: serving (overhand, underhand, roundhouse), setting, spiking (hard, soft), passing (overhand, pass-volley, forearm pass, underhand dig), blocking, diving and rolling, playing the ball from out of the net.	I U H	K3	2 3 6 8			(C) Movement techniques
The student is able to employ volleyball maneuvers using the appropriate body mechanics, form, and skills.	I U H	P61 P65	3 6			(C) Psychomotor performance
The student is able to participate in a volleyball game applying learned skills, rules, strategies.	I U H	P65	3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows the strategies involved in defensive positioning for countering spikes in volleyball including: backcourt coverage and blocking.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the volleyball strategies involved in the pass-set-spike maneuver.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the strategies involved in playing different offensive positions in volleyball including: setting, spiking, and backing up players.	I U H	K7 K8	6			(C) Strategy, sports
The student knows the equipment and facilities needed for playing an official volleyball game including: ball, court and net.	I U H	K2 K3	6			

h. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.) Volleyball (Cont.)						
The student knows that for reasons of safety, the volleyball playing area should be free from obstacles.	I U H	G2 K8	5			(C) Safety
The student knows the safety aspects related to hands and fingers contacting the volleyball.	I U H	G2 K8	5			(C) Safety
The student knows that playing his position in volleyball contributes to player safety.	I U H	G2 K8	5			(C) Safety
The student is able to evaluate and analyze his performance in volleyball, both in practice and in games (e.g., passing, serving, spiking, etc.).	I U H	PL3	3 6			(C) Measurement (C) Performance level (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.10 Soccer						
The student knows the historical development of the game of soccer (e.g., English origin in the 1800's, international popularity).	I U H	K4	4			(C) History, sports
The student knows the definition of the terms relating to field markings in soccer including: goal, goal line, goal area, penalty area, penalty kick line, center line, corner kick line.	I U H	K1 K2	6			
The student knows the definition of the terms relating to soccer skills including: blocking, dribbling, kicking, punting, heading, passing, throwing-in, tackling, trapping, volleying.	P I U H	K1 K2	6			
The student knows the definition of the soccer terms relating to the ball in play including: kick in, out-of-bounds, roll in, scoring, offside.	I U H	K1 K2	6			
The student knows the definition of the terms relating to player positions in the game of soccer including: forwards, full backs, goalkeepers, half backs.	I U H	K2	6			
The student knows the definition of the terms relating to fouls in soccer including: kicking, tripping, jumping at opponent, charging, striking, holding, pushing, offside, illegal kick, illegal substitute.	I U H	K1 K2	6			
The student knows that a soccer game begins with a center kick.	I U H	K2 K9	6			

h. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
1.10 Soccer (Cont.)						
The student knows that a soccer team is composed of eleven players.	I U H	K2 K3	6			(C) Organization team
The student knows the rules applying to the following kinds of kicks in the game of soccer including: free, penalty, goal, corner, center.	I U H	K1 K2	6			
The student knows the appropriate body mechanics, form, and skills for the maneuvers of soccer including: blocking, dribbling, kicking, punting, heading, passing, throwing in, tackling, trapping, and volleying.	I U H	K2	2 6			(C) Movement techniques
The student is able to employ maneuvers of soccer using the appropriate body mechanics, form, and skills.	I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows that the fundamental team skill in soccer is the ability to control the ball.	I U H	K7 K8	2 3 6			
The student is able to apply his knowledge (skills, rules, strategy) to soccer in a game situation.	I U H	P65	6			(C) Psychomotor performance
The student knows the different ways to score goals in a soccer game including: field goal, penalty goal.	I U H	K2 K7	6			
The student knows the strategies involved with each player position on a soccer team.	I U H	K7 K8	6			(C) Strategy, sports
The student knows that accurate passing is basic to the execution of team play strategy.	I U H	K7 K8	6			(C) Strategy, sports

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.10 Soccer (Cont.)						
The student knows the facilities and equipment needed for an official game of soccer.	I U H	K2 K3	5 6			
The student knows safety concepts relating to soccer including: wearing proper footwear, keeping the ball low to the ground, heading (low balls), not using toe to kick ball, not charging the goal keeper.	I U H	K3 K8	5 6			(C) Safety (C) Courtesies (V1) Well-being physical
The student is able to analyze and evaluate his performance in soccer, both in practice and in games (e.g., kicking, trapping, punting, strategy).	I U H	P43 P65	2 3 6 8			(C) Evaluation (C) Performance level (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.11 Handball, Team						
The student knows that team handball has been developed from the games of football, volleyball, basketball, and soccer.	I U H	K2 K3 K5	4			(C) History, sports
The student knows that team handball gained its popularity in the United States through promotion by the military forces.	I U H	K4	6			
The student knows that a handball team consists of seven players.	U H	K1	6			(C) Organizati team
The student knows that the defensive players in team handball are line players and chasers.	I U H	K2 K3	6	6c		
The student knows that the players who make up the offensive line in team handball are wings, circles, and chasers.	I U H	K2 K3	6	6c		
The student knows that the ball may be advanced by dribbling, passing, or running not more then three steps.	I U H	K2 K3	6			
The student knows that a circle manner is the main scoring position in handball.	I U H	K1	6			
The student knows the body mechanics, form, and skills for team handball maneuvers including: passing, dribbling, pivoting, running, and throwing.	I U H	K3	6	6c		(C) Movement techniques
The student is able to employ the maneuvers of team handball using appropriate body mechanics, form, and skills.	I U H	P61 P65	2 3 6			(C) Movement techniques (C) Psychomotor performance

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.11 Handball, Team (Cont.)						
The student knows that team play is a vital strategy in offense and defense in team handball.	I U H	K3 K7	6			(C) Strategy, sports
The student knows that team handball is played on an indoor court approximately one and a half times the size of a basketball court.	I U H	K2 K3 K9	6			
The student knows the elements of safety associated with team handball including: clear playing area, floor surface skid free, spectators away from playing area, roughness rules.	I U H	K2 K8	5			(C) Safety
The student is able to analyze and evaluate his performance in team handball, both in practice and in games.	I U H	P43 P47	2 3 6 8			(C) Evaluation (C) Performance level (C) Growth and development

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Content Taxonomy (C) Concept/ (V1, V2) Value Words
4.12 Water Polo						
The student knows the terms related to water polo including: goal, goal throw, corner throw, penalty throw, face off.	U H	K2	6			
The student knows the rules related to water polo including: playing area, goals, uniform, playing time, teams, starting, scoring, fouls.	U H	K2 K9	6			
The student knows the appropriate body mechanics, form, and skills for the manuevers of water polo including: throwing, catching, swimming.	U H	K3	2 6			(C) Movement techniques
The student is able to employ maneuvers of water polo using the appropriate body mechanics, form, and skills.	U H	P65	2 3 6			(C) Movement techniques (C) Psychomotor performance
The student is able to apply his knowledge, skill, and strategies in a game of water polo.	U H	P65	2 3 6			(C) Psychomotor performance
The student knows water polo strategies such as: team play and position play.	U H	K7 K8	6 7			(C) Strategy, sports
The student knows the official dimensions of the water polo playing area.	U H	K3 K6 K7 K9	6			
The student knows that water polo may be adapted to most swimming areas.	U H	K3 K9	6			(C) Adaptation
The student knows equipment used in playing water polo includes: ball, suit, cap, and goals.	U H	K3	6			
The student knows the safety concepts for water polo such as: safety for self, safety for others.	U H	K7 K8	5 7			(C) Safety

4. Team Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
4.12 Water Polo (Cont.)						
The student knows the preferred health **practices related to water** polo including: showering, contagious infections, expectorating, caps.	U-H	K7 K8	5			(V1)Well-being, physical
The student is able to analyze and evaluate his performance in water polo, both in practice and games.	U H	P4 3	2 3 6			(C) Evaluation (C) Performance level (C) Growth and development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5. Individual and Dual Sports						
The student knows the location and use of print and non-print materials related to individual and dual sports in physical education (e.g., card catalog: "Tennis," "Track and Field Athletics," "Bowling"; Reader's Guide: "Golf," "Bowling," "Gymnastics"; Periodicals: Tennis, Modern Gymnast, Mademoiselle Gymnast ; area and building audio-visual catalogs: "Sport, Bowling," "Sport, Tennis").	I U H	K6	3 6			(C) Resources, sports (V1) Inquiry
The student knows the ways one progresses through the sequence of skills leading to attainment of sport activities, such as: beginning activities, intermediate activities, advanced activities.	P I U H	K2 K7	3 6			(C) Growth and developmen

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy/ Headings	(C) Concept/ (V1, V2) Value Words
5.1 Attitudes and Values						
The student knows ways in which attitudes are enhanced through participation in individual and dual sports (e.g., aesthetic appreciation, fellowship, cooperation - sportsmanship, standards of conduct).	P I U H	K2 K7	7			(V1) Cooperation (V2) Fellowship (V1) Sportsmanship
The student knows ways in which graceful movement is expressed (e.g., poise, muscle control, purposful patterns, efficiency of movement).	I U H	K3	2 4 8			(C) Movement (C) Self-expression
The student knows ways in which sports participation contributes to fitness (e.g., developing strength, agility, flexibility, etc.; maintaining the body functions; relieving tensions - relaxation; utilizing activities for leisure).	I U H	K3	2 4 6			(C) Growth and development (V1) Well-being, physical

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept (P), (V) Value words
5.d Badminton						
The student knows that the game of badminton had its origin in India.	U H	K4 K6	4			(C) History, sports
The student knows that badminton is most popular in the European countries.	U H	K6	4 7 8			
The student knows the definition of the badminton terms including: ace, down, pace, set up, inning.	U H	K2	6			
The student knows the rules of badminton including: lines, shuttlecock, faults, scoring.	I U H	K2 K9	6			
The student knows the duties of badminton officials including: umpire, referee, service court judge, linesmen.	U H	K2 K9	6			
The student knows the appropriate body mechanics, form, and skills for badminton shots including: drop shot, smash, net shot, lob or clear armed drive.	I U H	K3	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student is able to perform a variety of badminton shots using the appropriate body mechanics, form, and skills.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for badminton strokes including: forehand, backhand, clear, drive, smash, drop.	I U H	K3	2 6 8	4a 4d		(C) Movement, techniques (C) Psychomotor performance

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.2 Badminton (Cont.)						
The student knows the conditions under which particular badminton strokes are used.	U H	K7	2 6			(C) Movement, techniques
The student is able to perform forehand and backhand badminton strokes using the appropriate body mechanics, form, and skills.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the badminton serves including: long serve, short serve, drive serve.	I U H	K3	2 6 8			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate playing situation for use of the long and/or short serve in badminton.	I U H	K7	6			(C) Strategy, sports
The student is able to execute badminton serves using the appropriate body mechanics, form, and skills.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows that the equipment for badminton includes: net, shuttlecock, and racket.	U H	K2 K3	6			
The student knows aspects of safety in the game of badminton including: the court and surrounding area should be free of obstructions and hazards; during a double game, the players should exercise control of their rackets so as not to contact another player.	U H	K3	5			(C) Safety
The student is able to analyze and evaluate his performance in badminton, both in practice and in games (e.g., serving, returning, offensive shots).	U H	P65	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), V2) Value Words
5.3 Bowling						
The student knows that bowling was introduced in the United States by the Dutch in the 17th century.	I U H	Kh	h			(C) History, sports
The student knows that bowling dates back to 5200 B.C.	I U H	Kh	h			(C) History, sports
The student knows that bowling is America's most popular participant sport.	I U H	Kh	h			
The student knows the definitions of terms associated with bowling equipment including: alley (lane), ball, foul line, gutter (channel), pin, return.	I U H	K1	6			
The student knows the definitions of terms associated with scoring in bowling including: blow, count, double, foul, spare, split, strike, turkey, frame.	I U H	K1	6			
The student knows the rules for scoring in the game of bowling.	I U H	K2 K9	6			
The student knows the pin numbering system in bowling.	I U H	K2 K9	6			
The student knows the rules of bowling including those concerning play and scoring.	I U H	K2 K9	6			
The student knows appropriate body mechanics, form, and skills for bowling including: aim (head pin, spot), approach, arm swing, release, delivery (straight, hook).	I U H	Kh	3 6 8			(C) Movement, techniques (C) Psychomotor performance

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.3 Bowling (Cont.)						
The student knows the reason for the following elements of successful bowling: consistent delivery, concentration, follow through, pendulum arm swing, timing, proper angle, control, ball selection.	I U H	K7 K8	3 6			(C) Movement techniques (C) Psychomotor performance
The student is able to bowl using the appropriate body mechanics, form, and skills.	I U H	P65	3 6 8			(C) Movement techniques (C) Psychomotor performance
The student is able to apply his bowling knowledge (skill, rules, strategy) during a game.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the following elements of bowling safety: (1) ball control, (2) clear swing, (3) ball grip, (4) lane restrictions, (5) approach conditions, (6) ball handling, (7) footwear.	I U H	K7	5			(C) Safety
The student knows the reason for appropriate footwear in the game of bowling.	I U H	K7	5 6			(C) Safety
The student is able to select a ball which is suitable to his individual requirements (e.g., weight, grip).	I U H	P65	5			(C) Judgment
The student is able to analyze and evaluate his performance in bowling, both in practice and in contests.	I U H	P43 P47	3 4 6 8			(C) Evaluation (C) Performance level (V1) Growth and Development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Processes Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.b Fencing						
The student knows that modern fencing is an international sport, governed by two organizations: Federation Internationale d'Escrime and Amateur Fencers League of America.	H	K2	6			
The student knows that sword play, as related to modern fencing, is one of the oldest forms of combat with weapons.	H	G2 K4	4			(C) History, sports
The student knows that the modern swords, appropriate to fencing, evolved from the rapier in the 16th century.	H	K4 K8	4 6			(C) History, sports
The student knows the definition of fencing terms related to the foil including: tip, bell (guard), handle (grip, pommel).	H	K2 K3	6			
The student knows the definition of fencing terms related to hand position (grip) including: normal, pronated, supinated.	H	K2 K3	6			
The student knows the definition of terms related to fencing positions including: on guard, lunge, lunge recovery, advance, retreat, salute.	H	K2 K3	6			
The student knows the definition of fencing terms related to the simple attack including: lunge, straight thrust, simple feint, disengage, cut-over.	H	K2 K3	6			
The student knows the definition of fencing terms related to parries (defense) including: parry two, parry four, parry six.	H	K2 K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.h Fencing (Cont.)						
The student knows the definition of fencing terms related to ripostes (returns) including: simple or direct, compound, delayed, counter.	H	K2 K3	6			
The student knows the rules of fencing applied to an official "touch" including: right of way, lines of engagement, official target, piste (strip).	H	K2 K3	6			
The student knows the rules of fencing related to the official target area.	H	K2	6			
The student knows the appropriate body mechanics, form, and skills for the aspects of fencing including: hand positions, fencing positions, attacks, defenses, ripostes, touches.	H	K7 K8	6			(C) Movement, techniques (C) Psychomotor performance
The student knows characteristics of movement which contribute to the appropriate fencing form including: balance created by effective foot positioning; flexion and extension of the fencing arm; body position, as presented to the opponent.	H	K3 K8	2 6			(C) Movement, techniques
The student is able to fence using the appropriate body mechanics, form, and skills.	H	P65	2 3 6			(C) Movement, techniques (C) Psychomotor performance
The student is able to employ combat skills in a fencing match.	H	P61 P65	2 3 6			(C) Psychomotor performance
The student knows that fencing strategy involves the use of a variety of bouting tactics including: forcing opponent "in and out of distance"; retaining "right of way"; executing parries and ripostes.	H	K7 K8	6			(C) Strategy

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.4 Fencing (Cont.)						
The student knows that the fencer wears protective equipment including: plastron (chest protector), mask, gloves, shoes.	H	K3 K7 K8	5			(C) Safety
The student knows that the combat equipment used in fencing is: the foil, the epee, the sabre.	H	K1 K3	6			
The student knows some precautionary measures which contribute to safe fencing conditions including: wearing of protective equipment; capping the tip of the weapon; carrying the weapon point downward; checking for damaged or marred equipment.	H	K8	5 6			(C) Safety
The student is able to analyze and evaluate his performance in fencing, both in practice and in contests.	H	P43 P47	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concepts/ (V1, V2) Value Words
5.5 Gymnastics						
The student knows the definitions of gymnastic terms including: floor exercise, uneven parallel bars, even parellel bars, horizontal bar, vaulting horse, side horse, balance beam, tumbling, still rings, trampoline, modern rhythmic gymnastics.	I U H	K1 K2	6			
The student knows the definition of the body position terms in gymnastics including: stands, hangs, supports, seats, inverted, piked, tucked, straddle.	P I U H	K1 K2 K9	6			
The student knows that the following hand equipment is used in modern rhythmical gymnastics: wands, hoops, balls, jump ropes, and ribbons.	P I U H	K2 K3	6			
The student knows the appropriate body mechanics, form, and skills used in rhythmic gymnastics including: throwing the apparatus, circling the apparatus, catching the apparatus, swinging the apparatus, moving the apparatus.	P I U H	K3 K7	6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform a variety of activities with hand apparatus appropriate to his level of ability using proper body mechanics, form, and skills.	P I U H	P61 P65	6			(C) Performance level (C) Movement techniques (C) Psychomotor techniques
The student knows the definition of the terms related to the horizontal bar including: the grips (overhand, underhand, etc), swings, circles, mounts and dismounts.	P I U H	K1 K2 K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the appropriate body mechanics, form, and skills of the aspects of beginning activities on the horizontal bar including: skin the cat, forward roll, pull over, cast, knee swings.	P I U H	K2 K3 K7	2			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills of the aspects of intermediate activities on the horizontal bar including: back hip circle, knee circle, hip glide, back uprise, sale circle.	I U H	K2 K3	2			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the aspects of advanced activities on the horizontal bar including: giant swings, vault, dislocated flyaways, Hecht dismount.	U H	K2 K3 K7	2			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced skills on the horizontal bar appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance (C) Performance level
The student knows the safety concepts relating to the horizontal bar including: keeping hands dry, making sure cables are attached tightly, keeping thumbs around in opposite direction of fingers, using mats around bar.	P I U H	K3 K7 K8	5			(C) Safety
The student knows the definition of the terms related to still rings including: body positions, body movements, and grips.	I U H	K1 K2 K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the appropriate body mechanics, form and skills of the beginning side horse activities including: front support, single leg circle, single leg dismount.	I U H	K2 K3	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills of the intermediate side horse activities including: scissors, double rear dismount, flank circle, double in and out.	I U H	K2 K3	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills of the advanced side horse activities including: tormlet, stockli, leap dismount, Russian, Moore.	U H	K2 K3	3 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced activities on the side horse appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows the safety concepts relating to the side horse including: working in progression, having mats around the horse, having spotter at far side of horse.	P I U H	K3 K7 K8	5			(C) Safety
The student knows the definition of the terms related to the balance beam including: mounts, walks, balances, turns, aerial movements, rolls, dismounts.	P I U H	K1 K2 K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the appropriate body mechanics, form, and skills of the following aspects of beginning still ring activities including: inverted pike hang, bent arm pike hang, swinging bird nest.	P I U H	K2 K3	2			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the aspects of intermediate still ring activities including: inverted hang arched, single leg cut, inlocate, back roll dismount.	I U H	K2 K3	2			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form, and skills for the aspects of advanced still ring activities including: back kip to support, back up-rise to piked support, shoulder balance, back horizontal hang, back flyaway dismount.	U H	K2 K3	2			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced skills on the still rings appropriate to his level of ability using the appropriate body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance (C) Performance level
The student knows the safety factors as related to the still rings including: inspecting ring straps, using plenty of mats under rings.	I U H	K3 K7 K8	5			(C) Safety
The student knows the definition of the terms related to the side horse including: supports, mounts, dismounts, circle, pommel, neck, croup, feints, saddle.	I U H	K1 K2 K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classification	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the appropriate body mechanics, form and skills for the beginning balance beam activities including: mounts, dismounts, locomotor skills and terms.	P I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate balance beam activities including: one leg squat mount, cartwheel, knee scale, turn leap, backward roll, handstand dismount.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of advanced balance beam activities including: handstand mount, one arm cartwheel, stag leap with half turn, forward roll without hands, back somersault dismount.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced activities on the balance beam appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows the safety factors involved when using a balance beam including: having mats on floor around beam, using a spotter, watching the beam while learning skills.	P I U H	K3 K7 K8	5			(C) Safety
The student knows the definition of the terms related to the trampoline including: drops, twists, turns (1 1/4, 1 1/2, 1 3/4), barani, somersault, Cody, fliffis, pull over.	P I U H	K1 K2 K3	2 6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Cogent Taxonomy Headings	(C) Concept/ (V) (V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the appropriate body mechanics, form and skills of the aspects of beginning trampoline activities including: mounting and dismounting, bouncing and stopping, turning knee drop, pike and tuck.	P I U H	K2 K3	2			(C) Movement techniques (C) Psychomoto performanc
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate trampoline activities including: seat drops, half twisting drops, swivel hips, table, turn table.	P I U H	K2 K3	2			(C) Movement techniques (C) Psychomoto performanc
The student knows the appropriate body mechanics, form and skills for the aspects of advanced trampoline activities including: somersaults, full twists, barani, fliffis, Cody, front drop, back drop.	U H	K2 K3	2			(C) Movement techniques (C) Psychomoto performanc
The student is able to perform beginning, intermediate and/or advanced trampoline activities appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	6			(C) Movement techniques (C) Psychomoto performanc (C) Performanc level
The student knows the safety concepts relating to the trampoline including: having safety pads on frame, using spotters, bouncing for short periods, performing only skills on which there has been instruction.	I U H	K3 K7 K8	5			(C) Safety
The student knows why the accessory equipment is desirable for safety on the trampoline including: frame pads, mats on floor around trampoline.	P I U H	K1 K2	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the definition of the terms related to vaulting apparatus including: vaulting box, vaulting buck, side horse, long horse.	P I U H	K1 K2 K3	6			
The student knows the definition of the terms related to vaulting including: approach, take off, flight, landing.	P I U H	K1 K2 K3	6			
The student knows the appropriate body mechanics, form and skills for the aspects of beginning vaulting activities including: onto horse and off, over the horse, land on knees or squat and jump off.	P I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate vaulting activities including: squat vault, straddle vault, side flank vault.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of advanced vaulting activities including: rear flank, thief, stoop, neckspring, headspring, layout vaults, handspring.	U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced vaulting activities appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance
The student knows the safety factors involved in vaulting including: having a mat in the landing area, having the flight area not too long, having a spotter during the learning phase.	P I U H	K3 K7 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the definition of the terms related to the uneven parallel bar including: grip, mounts, held position, swinging movement, dismounts, high bar, low bar.	P I U H	K1 K2 K3	6			
The student knows the appropriate body mechanics, form and skills of the aspects of beginning uneven parallel bar activities including: straight arm support, forward roll, skin the cat, v-sit, knee circle, stem rise, basket, cast off rear dismount.	P I U H	K2 K3	2 6			(C) Movemen techni (C) Psychom perform
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate uneven parallel bar event activities including: kip glide mount, side handstand balance, double knee circle backwards, flying hip circle, sole circle, shoot through, cross handstand dismount.	I U H	K2 K3	6			(C) Movemen techni (C) Psychom perform
The student knows the appropriate body mechanics, form and skills for the aspects of advanced uneven parallel bar activities including: kip glide, side handstand on high bar, back seat circle, throw back as a swinging movement, back uprise, back somersault, free back hip circle.	I U H	K2 K3	2 6			(C) Movemen techni (C) Psychom perform
The student is able to perform beginning, intermediate and/or advanced activities on the uneven parallel bar appropriate to his level of ability using the proper body mechanics, form and skills.	I U H	P65 P61	3 6			(C) Movemen techniq (C) Psychom perform
The student knows the safety concepts related to the uneven parallel bar including: having mats on floor around bar, having uprights secure, etc.	P I U H	K3 K7 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the definition of terms related to tumbling including: rolls, somersaults, springs, cartwheels, round-off, stands, kips.	P I U H	K1 K2 K3	2 6			
The student knows the appropriate body mechanics, form and skills for the aspects of beginning tumbling activities including: forward and backward rolls, cartwheel, round-off, frog stand, log roll, egg roll, tripod.	P I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate tumbling activities including: headstand and handstand, straddle rolls, dive to forward roll, headstands to rolls.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the advanced tumbling activities including: variations of forward and backward rolls, headsprings, necksprings, front and back handsprings, aerial somersaults, cartwheel with no hands.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced tumbling activities appropriate to his level of ability using the proper body mechanics, form and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance (C) Performance level
The student knows the safety factors related to tumbling including: protecting unpadded parts of the body, preventing undue stress on weak muscles, maintaining proper alignment of body parts.	P I U H	K3 K7 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows the definition of the terms related to the even parallel bars including: support, swings, straddles, mounts, dismounts, scissor, uprise rolls, grips, near and far bar.	P I U H	K1 K2 K3	6			
The student knows the appropriate body mechanics, form and skills for the aspects of beginning even parallel bar activities including: straight arm support, straddle seat, upper arm forward roll, front and rear dismount.	P I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate even parallel bar activities including: front inverted hang, upper arm stand, back uprise, rear flank vault.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor techniques
The student knows the appropriate body mechanics, form and skills for the aspects of advanced even parallel bar activities including: drop kip, kip up, double leg cut, back shoulder roll, shoulder roll, double rear dismount, handstand.	U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced activities on the even parallel bar appropriate to his level of ability using the proper body mechanics, form and skills.	P I U H	P61 P65	2 6			(C) Movement techniques (C) Psychomotor performance (C) Performance level
The student knows the safety factors related to working on the even parallel bars including: having mats under the bars, using a spotter, having dry hands, working one student at a time.	P I U H	K3 K7 K8	5			(C) Safety

PHYSICAL EDUCATION

9-12 Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area, Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (C1, V2) Value Words
5.F Gymnastics (Cont.)						
The student knows the definition of the terms related to floor exercise including: floor skills, standing skills, ballet skills, balancing stunts, strength moves, agility skills.	I U H	K1 K2 K3	2 6			
The student knows the appropriate body mechanics, form and skills for the aspects of beginning floor exercise skills including: forward rolls, cartwheels, arabesque, lunge, V-seat, turns on both feet.	P I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of intermediate floor exercise skills including: single leg circles, jumps, scale, handstand, leap, back extension, handsprings, shoot through.	I U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skills for the aspects of advanced floor exercise skills including: front and back handsprings, straddle split, handstand pirouette, handstand lower to intermediate headspring, leap, aerial walkovers, Rond-de-jambe turns.	U H	K2 K3	2 6			(C) Movement techniques (C) Psychomotor performance
The student is able to perform beginning, intermediate and/or advanced skills in floor exercise appropriate to his level of ability using the proper body mechanics, form, and skills.	P I U H	P61 P65	3 6			(C) Movement techniques (C) Psychomotor performance (C) Performance level
The student knows that while performing on most gymnastic apparatus, he learns the single skill first, puts the skills into combinations and fits combinations into a routine.	I U H	K3	2			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.5 Gymnastics (Cont.)						
The student knows that the following supplies are suggested in gymnastics: hand chalk, adhesive tape, record player, records.	P I U H	K2 K3	6			
The student knows that some gymnastic equipment can be improvised (e.g., vault over a balance beam, use high bar of uneven parallel bars for horizontal bar, etc.).	P I U H	G2	6			(C) Adaptatio
The student knows that carbon magnesium is used as a safety factor to keep the hands dry.	P I U H	K7 K8	5			(C) Safety
The student knows that over fatigued muscles may cause falls and accidents.	I U H	K7 K8	5			(C) Safety
The student knows that warming up is an accepted health practice for working in all areas of gymnastics (stretching, balance, etc).	P I U H	K7 K8	5			(C) Safety
The student is able to analyze and evaluate his current level of performance in the various gymnastic activities.	I U H	Ph3	6			(C) Evaluatio (C) Performan level (V1) Growth an developme

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.6 Golf						
The student knows that the golf game originated in Scotland.	U H	K4 K6	4			(C) History, sports
The student knows that there are different types of golf courses including: private, public, three par, pitch and putt.	U H	K1 K5	6	3c		
The student knows the governing organizations in golf are United States Golf Association and Professional Golfers Association.	U H	K1 K3	6			
The student knows the definition of golf terms including: address, waggle, slice, hook, press.	U H	K1	6			
The student knows the stances in golf including: open, closed, square.	U H	K1	6			
The student knows the definition of golf scoring terms including: par, bogie, birdie, eagle.	U H	K1 K2	6			
The student knows the rules related to scoring a game of golf.	U H	K2 K9	6			
The student knows the etiquette used in playing golf.	U H	K2	6 7			(C) Courtesy (V1) Respect for others
The student knows how to integrate courtesies into the game of golf: "away" player has honors; lowest previous score has honors; keep up with the speed of play; record scores away from the green; avoid causing distractions; smooth sand traps, replace divots.	U H	K3 K7	6 7			(C) Courtesy (V1) Respect for others (V1) Cooperation
The student knows the rules of golf for match and medal competition.	U H	K2 K9	6			(V1) Sportsmanship

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V), V2) Value Words
5.6 Golf (Cont.)						
The student knows the parts of a golf swing including: grip placement, degree of arm swing, speed of down swing, control of wrist, follow through.	U H	K3 K7	2 6 8			(C) Movement, principle
The student knows the appropriate body mechanics, form and skill used in golf strokes including: drive, pitch, chip, putt.	U H	K3	2 6			(C) Movement technique
The student is able to execute golf strokes using the appropriate body mechanics, form and skill.	U H	P65	2 3 6			(C) Movement, technique
The student is able to select the golf club appropriate to the lay of the ball.	U H	P61 P65	2 3 6 8	1a 3c 4g		(C) Judgment
The student is able to adjust his golf stroke to the immediate physical conditions of the golf course including: sand trap, roughs, trees, water.	U H	P65	2 3 6			(C) Movement, technique (C) Psychomot performanc
The student knows elements of golf strategy used in playing a game (or hole) of golf including: course lay-out, individual skill level, club choice.	U H	K3	2 6			(C) Strategy, sports
The student knows the definition of golf course terms including: teeing area, fairway, rough, bunker, hazard, trap, green, divot.	U H	K1 K2	6			
The student knows the different types of golf clubs including: woods, irons, putter.	U H	K2 K3	6			
The student knows that golf equipment consists of clubs, balls, bag, tees.	U H	K3	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.6 Golf (Cont.)						
The student knows the safety concepts applied to playing golf including: sufficient clearance for swinging, warning cry (fore).	U H	K3 K8	5			(C) Safety
The student is able to analyze and evaluate his performance in golf (e.g., stroke deficiency, distance judgment, putting effectiveness).	U H	P43	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development
The student is able to evaluate his progress while participating in self-directed golf practice sessions.	U H	P43 P65	2 3 4 7 8			(C) Evaluation (V1) Self discipline (V1) Growth and development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.7 Handball						
The student knows that handball was played in Ireland during the 10th century.	U H	K6	4			(C) History, sports
The student knows the game of handball was introduced to the United States in 1840.	U H	K6	4			(C) History, sports
The student knows that handball may be played in the form of singles, doubles, or rotation (cut throat).	I U H	K2 K3	6			
The student knows the definition of handball terms including: ace, crotch ball, kill, short, hinder, and hand-out.	U H	K1	6			
The student knows the definition of terms related to returning the handball including: punch and kill.	U H	K2	6			
The student knows the rules of handball related to scoring including: only the server may score, 21 points for an official game, and front wall contact.	U H	K2 K9	6			
The student knows the rules of handball related to the serve including: bounce serve, front wall contact first, server remains in specified area, and service continues until rally is lost (hand-out).	I U H	K2 K9	6			
The student knows the rules governing the serve, return of serve and violations (faults), in one and four wall handball.	I U H	K2 K7	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.7 Handball (Cont.)						
The student knows the body mechanics, form, and skills for handball techniques including: serve, return, footwork, and court position.	U H		3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows the types of serves employed in handball including: underarm, sidearm, and overarm.	U H	K2 K3 K7	6			(C) Movement, techniques (C) Psychomotor performance
The student is able to execute handball techniques using the appropriate body mechanics, form, and skills.	I U H	P61 P65	3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows that the serving techniques in handball are also applied to the rally.	U H	K5 K7	6			
The student knows that handball strategy depends upon positioning and footwork.	I U H	K7	3 6			(C) Strategy
The student knows the recommended clothing worn for participation in handball including: footwear to allow traction and gloves to protect the hands.	I U H	K3	5 6			(C) Safety
The student knows that the handball facility may be a one or four walled area.	I U H	K2	6			
The student knows the safety practices essential to accident prevention in handball including: allowing "right-of-way," avoiding game interference, wearing appropriate attire, and playing in a noncongested area.	U H	K2 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
5.7 Handball (Cont.)						
The student is able to analyze and evaluate his handball techniques both in practice and in games.	U H	P43 P47	2 3 6 8			(C) Performan level (C) Evaluatio (V1) Growth an developme

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.8 Paddleball						
The student knows that paddleball is an adaptation of the games of handball and tennis.	U H	K4	4			(C) History, sports (C) Adaptation
The student knows the definition of the terms related to paddleball serve including: drive, lob, "V" (corner).	U H	K7	6			
The student knows that the rules of paddleball were adopted from handball.	U H	K2	6			
The student knows the rules of paddleball related to the serve including: bounce serve, front wall contact first, server remains in specified area, service continues until rally is lost (hand-out).	U H	K2	6			
The student knows the definition of the illegal serves in paddleball including: short serve, long serve, ceiling serve, two-side serve, out-of-court serve, foot fault.	U H	K2	6			
The student knows the rules of paddleball regarding game and match play.	U H	K2	6			(V1)Sportsmanship
The student knows the definition of the violations in paddleball including: foot fault, intentional hinder.	U H	K2	6			
The student knows the body mechanics, form and skill for the following paddleball skills: grip, stance, swing, shot (kill, passing, lob, drop), serve, return.	U H	K3 K7	6			(C) Movement techniques

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
5.8 Paddleball (Cont.)						
The student is able to perform paddleball drills using: appropriate footwork, stroking the bounced ball, back wall play.	U H	P61 P65	6			(C) Movement techniques (C) Psychomotor performance
The student is able to execute the paddleball skills using the appropriate body mechanics, form and skill.	U H	P61 P65	2 3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows the elements of strategy related to the paddleball serve including: use of a variety of serves, use of the full range of the court, use of court positions to advantage, use of a variety of shots.	U H		6			(C) Strategy, sports
The student knows that paddleball can be played indoors or outdoors on one, three or four walls.	U H	K2	6			
The student knows the equipment needed for paddleball including: paddle, ball, wall.	U H	K3	6			
The student is able to analyze and evaluate his performance in paddleball.	U H	P43 P47	2 3 6			(C) Evaluation (C) Performance level
The student knows that the following equipment may be used in paddleball for reasons of safety including: glass guards, thonged paddle, wrist and head bands.	U H	K3 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.9 Tennis						
The student knows that the game of tennis was originally developed by noblemen in Europe, becoming known as the "sport of kings."	I U H	G2 K4	4			(C) History, sports
The student knows that the game of tennis was originally an indoor game.	I U H	G2 K4	4			(C) Adaptation (C) History, sports
The student knows that the game of tennis was introduced into America around the year 1900.	I U H	G2 K4	4			(C) History, sports
The student knows that the game of tennis is one of the more popular recreation games, played throughout the world.	I U H	G2 K4	4 8	3c		
The student knows the nomenclature of the tennis racquet (e.g., handle, head, throat).	U H	K1 K3	6			
The student knows the definition of tennis terms related to strokes including: forehand, backhand, serve, smash, volley, ground strokes, lob.	I U H	K1 K2	6			
The student knows the definition of terms related to scoring a tennis match including: set, set point, match, match point.	I U H	K1 K2	6			
The student knows the definition of terms related to scoring a tennis game including: love, deuce, ad (vantage), fault, foot fault, let, ace, game.	I U H	K1 K2	6			
The student knows the rules for playing the game of tennis.	I U H	K2 K9	6			
The student is able to score a tennis game.	I U H	P32 P65 P66	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.9 Tennis (Cont.)						
The student knows the types of grips used for each of the tennis strokes.	I U H	K3	6			
The student is able to use the appropriate grip in executing the forehand ground stroke, backhand ground stroke and serve.	I U H	P65	2 3 6			
The student knows the desirable footwork involved in the execution of the various tennis strokes.	I U H	K3	2 6			
The student knows how the following tennis stroking techniques will affect action of the ball: (1) lob shot, (2) backspin, (3) slice, (4) topspin, (5) follow through.	U H	K7 K8	6			(C) Psychomot performanc
The student knows the appropriate body mechanics, form and skill for the following tennis stroking techniques: lob shot, backspin, slice, topspin, follow through.	I U H	K1 K2	6			(C) Movement techniques (C) Psychomot performanc
The student is able to execute tennis stroking techniques using the appropriate body mechanics, form and skill.	U H	P65	2 3 6			(C) Movement techniques (C) Psychomot performanc
The student knows the appropriate body mechanics, form and skill for tennis strokes including: forehand, backhand, serve, volley, smash, lob.	I U H	K2 K3	2 3			(C) Movement techniques (C) Psychomot performanc
The student is able to execute tennis strokes using the appropriate body mechanics, form and skill.	I U H	P65	3			(C) Psychomot performanc (C) Movement techniques
The student knows the strategies involved in playing singles in the game of tennis (e.g., going to the net following a serve or forcing shot, hitting away from the opponent, using the drop shot after moving the opponent deep, etc.).	U H	K7 K8	6			(C) Strategy, sports

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.9 Tennis (Cont.)						
The student knows the strategies involved in playing doubles in the game of tennis (e.g., moving in unity with your teammate, hitting away or over the opponent's net player, etc.).	U H	K7 K8	6 7			(C) Strategy, sports
The student knows the definition of tennis court markings including: baseline, side lines, service court lines, center mark.	I U H	K1 K2 K6	6			
The student knows the definition of terms relating to areas of the tennis court including: alley, backcourt, midcourt, frontcourt.	I U H	K2 K3 K6	6			
The student knows the physical requirements of the tennis court (e.g., height of net, dimensions for singles and doubles).	I U H	K2 K3	6			
The student knows the equipment needed to play tennis including: court, net, racquet, balls, appropriate shoes.	I U H	K7	5 6			
The student knows that damp or wet conditions for tennis are detrimental to the racquet strings and balls.	I U H	K7 K8	5			
The student knows that the tennis playing area should be free from obstacles, glass, stones, and slippery spots in order to be safe for play.	I U H	K7 K8	5			(C) Safety
The student knows that appropriate footwear for tennis will help prevent blisters, stumbling and slipping.	I U H	K7 K8	5			(C) Safety

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.9 Tennis (Cont.)						
The student knows that he must not enter another tennis court while a game is in progress.	I U H	K7	5 6		5.1	(C) Safety (C) Courtesy (V1)Respect for others
The student knows that proper physical warm-up prior to strenuous tennis activity is desirable in order to prevent possible injury.	I U H	K7	5			(C) Safety (V1)Physical well being
The student knows the health conditions applicable to the game of tennis including: physical conditioning, warm-up, care of injuries, not eating when exhausted, cooling off after strenuous exercise.	I U H	K3 K8	5			
The student is able to analyze and evaluate his performance in tennis, both in practice and in a game.	I U H	P43 P65	2 3 6 8			(C) Evaluation (C) Performance level (V1)Growth and Development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field						
The student knows that javelin throwing evolved from early man's spear hunting.	I U H	G2 K8	4			(C) History, sports
The student knows that the popularity of running dates back to 776 B.C. at the first Greek Olympic races.	I U H	G2 K8	4			(C) History, sports
The student knows the origin of pole vaulting was in medieval times.	U H	G2 K8	4			(C) History, sports
The student knows the European celtic tribes originated the shot put and hammer throw.	U H	G2 K8	4			(C) History, sports
The student knows the definition of terms related to field events including: approach, take-off, toe board, foul, drive leg, lead leg, checkmarks, cross bar, standards, pit, landing, grip, recovery, ring.	I U H	K1 K2	6			
The student knows that field events include: Javelin, Shot, High Jump, Long Jump, Discus, Pole Vault, Triple Jump.	I U H	K1	6			
The student knows the definition of terms related to the running events in track including: break, starting block, stride, kick, spring, pace, rhythm, swing, jog.	I U H	K1 K2	6			
The student knows the definition of terms related to relay events in track including: baton, passing, exchange zone, lead off, anchor, leg, receiver, pursuit, shuttle, medley.	I U H	K1 K2	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student knows the various characteristics for the following running events, such as: sprint, middle distance, distance.	U H	K3	2 6			
The student knows track event distances are measured by metric units or English units.	U H	K2	6			
The student knows the rules governing the performance of various field events.	I U H	K2 K9	6			
The student knows the official specifications of the implements used in field events (e.g., weight, size, shape).	I U H	K3	6			
The student knows the rules governing running events.	P I U H	K2 K9	6			
The student knows the appropriate form for starting positions including: bunch, medium, elongated, standing.	I U H	K1 K2	2 6			(C) Movement techniques
The student knows the essential elements of sprinting including: start, fast acceleration, staying in lane, running through the finish line.	U H	K3 K8	2			(C) Movement techniques
The student is able to respond to the starting commands in the running event.	P I U H	P65	2 3 6			(C) Movement techniques
The student knows the desired qualities for a sprinter in track, such as: (1) strength, (2) natural speed, (3) coordination, (4) concentration, (5) dedication, (6) determination.	I U H	K7	2 3			(C) Growth and developmen (C) Movement techniques

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student is able to sprint in track using the appropriate body mechanics, form and skill.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the essential skills of long distance running, such as: arm position, length of stride, pacing, breathing.	U H	K3 K8	2 6			(C) Movement techniques
The student knows the elements in the development of a running pace include: muscular endurance, respiratory endurance, consistent training.	U H	K8	2 6			(C) Psychomotor performance
The student knows the various ways of exchanging a baton in track relays including: blind pass, candlestick.	I U H	K7	6			(C) Movement techniques
The student is able to exchange a baton in track relays using the appropriate body mechanics, form and skill.	I U H	P61 P65	2 3 6			(C) Psychomotor performance
The student knows the appropriate body mechanics, form and skill for the essential elements of hurdling including: start, body height over hurdle, take-off-landing, stride between hurdles, finish.	U H	K3	2 6			(C) Movement, techniques (C) Psychomotor performance
The student is able to run a hurdle race using the appropriate body mechanics, form and skill.	I U H	P61 P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student knows the appropriate body mechanics, form and skill for pole vaulting, such as: riding the pole, pulling the body up and over the cross bar, push off from pole.	U H	K8	2 6			(C) Movement, techniques
The student knows the preferred physical characteristics for a pole vault including: strength in arms and shoulder girdle, coordination, speed, leg power.	U H	K8	2 3 8			(C) Growth and development (C) Movement, techniques
The student is able to pole vault using appropriate body mechanics, form and skill.	U H	P61 P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skill involved in throwing the discus including: grip, position in circle, turn, drive, pull, release, recovery.	U H	K7	6			(C) Movement, techniques
The student knows that the skill progressions in the discus throw include: standing throw, twisting throw, rotating throw.	U H	K4	2 6			(C) Movement, techniques
The student is able to throw a discus using the appropriate body mechanics, form and skill.	U H	P61 P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skill of the stages in high jumping including: approach, take-off, flight in air, landing.	I U H	K3	2 6			(C) Movement, techniques

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student knows the styles used for high jumping including: western roll, straddle roll, flop, scissor.	P I U H	K3	6			(C) Movement, techniques
The student is able to execute the high jump using the appropriate style, body mechanics, form and skill.	I U H —	P62 P65	2 3 6			(C) Movement, techniques (C) Psychomotor performance
The student knows the various leg actions in long jumping including: hitch-kick (running), knee lift.	I U H	K3	2 6			(C) Movement. techniques
The student knows the appropriate body mechanics, form and skill for the characteristics of long jumping including: approach, take-off, flight in air, landing.	I U H	K3	2 6			(C) Movement techniques
The student is able to perform a long jump using appropriate body mechanics, form and skill.	I U H	P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the appropriate body mechanics, form and skill in putting a shot including: (1) leg drive, (2) body rotation, (3) transfer of weight, (4) thrust of arm.	U H	K3	6			(C) Movement, techniques
The student knows the physical characteristics perferred for the shot putter in track including: strength, speed, coordination.	U H	K3	2 3			(C) Growth and development
The student is able to put a shot with the appropriate body mechanics, form and skill.	U H	P61 P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student knows the appropriate body mechanics, form and skill in throwing a javelin including: carrying an approach, change to throwing position, transferring weight on cross over step, follow through.	I U H	K7	2 6			(C) Movement, techniques (C) Psychomotor performance
The student knows the perferred physical characteristics for a javelin thrower including: arm and leg strength, upper body development, coordination.	U H	K8	2 3 8			(C) Growth and development
The student is able to throw a javelin using the appropriate body mechanics, form and skill.	U H	P61 P65	2 3 6 8			(C) Movement, techniques (C) Psychomotor performance
The student knows the strategy involved in positioning runners for relay events including: anchor-man, baton exchange, lead man.	H	K8	6	4d		(C) Strategy, sports
The student knows the strategy involved in running a long distance race including: pacing, conserving energy, finishing techniques.	U H	K8	6			(C) Strategy, sports
The student knows the official dimensions, markings and equipment needed for field events.	U H	K2	6			
The student knows the following safety concepts for participation in track events: (1) run in lanes, (2) run with adequate space between runners, (3) track surface free of obstacles, (4) proper footwear.	I U H	K3 K4 K8	5 6			(C) Safety (V1) Respect for others

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.10 Track and Field (Cont.)						
The student knows the following safety concepts for participation in field events: (1) marked off areas, (2) adequate landing pits, (3) take-off boards firmly anchored, (4) proper return of all field implements (e.g., shot, discus, javelin, etc.).	I U H	K3 K4 K8	5 6			(C) Safety (V1) Respect for others
The student is able to analyze and evaluate his performance in track, both in practice and in competition.	I U H	P43	2 3 6 8	1a 4a 4b 4c 4d		(C) Evaluation (C) Performance level (V1) Growth and development

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.11 Wrestling						
The student knows that wrestling is an ancient form of body combat.	I U H	K4	4			(C) History, sports
The student knows the definition of the wrestling terms related to the (individual) scoring system including: takedown, reversal, escape.	I U H	K2	6			
The student knows the definition of terms involved with a team scoring system of wrestling including: fall, decision, draw.	I U H	K2	6			
The student knows that wrestlers compete by weight classifications.	U H	K2 K9	6			
The student knows that the length of a wrestling match varies with different age levels.	I U H	K2 K9	6			
The student knows that the rounds in wrestling are broken down into three equal length periods.	I U H	K2 K9	6			
The student knows the infraction rules of wrestling including those regarding: unsportsmanlike conduct, flagrant misconduct, foreign substance on skin, unnecessary roughness.	I U H	K2 K9	6			
The student knows that the referee's whistle is used in the following situations: out-of-bounds, beginning match, illegal holds, stalling calls, potentially dangerous situations.	U H	K2 K7	6			
The student knows that a draw in wrestling competition is followed by an overtime match.	I U H	K7 K8	6			

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.11 Wrestling (Cont.)						
The student knows the definition of the illegal holds in wrestling including: head scissors, double arm bar, full nelson, head lock without the arm, twisting knee lock.	I U H	K1	6			
The student knows when the following holds in wrestling are illegal: head lock, scissors, double wristlock, chicken wings, body lock.	U H	K1 K2	6			
The student knows the definition of the terms related to wrestling including: bridging, takedowns, reversals, escapes, breakdowns.	U H	K2	6			
The student knows the starting position for each of the three rounds in wrestling.	I U H	K2 K9	6			
The student knows the form implied by several different wrestling styles including: high school (Folk), free style, collegiate, Greco-Roman.	U H	K2	6			(C) Movement, techniques
The student knows the appropriate body mechanics, form and skill for the skills of wrestling including: takedowns, reversals, escapes, breakdowns, budging.	I U H	K2 K3	3 6			(C) Movement techniques
The student is able to perform the wrestling skills using the appropriate body mechanics, form and skills.	I U H	P61 P65	2 3 6			(C) Movement techniques (C) Psychomotor performance
The student is able to execute the following elements of wrestling skills: jumb back, quick ankle, floating, stance reaction (squared or staggered).	I U H	P61 P65	2 3 6 8			(C) Movement techniques (C) Psychomotor performance

5. Individual and Dual Sports

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
5.11 Wrestling (Cont.)						
The student is able to wrestle from the referee's position: position of advantage, position of disadvantage.	U H	P61 P65	2 3 6 8			(C) Movement techniques (C) Psychomotor performance
The student is able to use strategy in takedowns including: hand fake, foot patterns, hand fight, use of center line, use of boundary line.	U H	P61 P65	6			(C) Movement techniques (C) Strategy
The student knows the protective equipment needed in wrestling consists of: ear guards, knee pads, shoes, and mats.	U H	K2 K3	6			(C) Safety
The student knows desirable health practices in wrestling including: disinfect mats, clean uniforms, wear shoes, avoid contageous disease, wear head gear.	I U H	K8	5			(C) Safety
The student knows the values of conditioning before performance in wrestling.	I U H	K7	5			(C) Safety (C) Fitness
The student knows that for purposes of safety in wrestling, the following conditions are desirable: uncrowded mats, disinfected mats.	I U H	K7	5			(C) Safety
The student knows that the following are potentially dangerous wrestling holds: guillotine, chicken wing, grapevine, reverse cradle.	U H	K2	5 6			(C) Safety
The student is able to evaluate his level of wrestling ability.	I U H	P62 P65	3 6			(C) Evaluation (C) Performance level (V1) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6. Recreational Games						
The student knows the location and use of print and nonprint materials related to recreational games in physical education (e.g., card catalog: "Sports--Dictionaries"; area and building audio-visual catalogs: "Tennis, Table").	I U H	K4	3 6	3a 4a 4d		(C) Resources, sports (V1) Inquiry

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.1 Attitudes and Values						
The student knows physical fitness benefits to be derived from recreational games including: efficient functioning of body processes and efficient body mechanics.	I U H	K3 K8	4 7	1b 3c		(C) Fitness, physical (C) Value (V1) Well being physical
The student knows the aspects of sportsmanship that may be derived from recreational games including: respect for others, ability to play by the rules, and development of social-emotional stability.	I U H	K3 K8	7	1b 3c		(C) Value (V1) Respect for others
The student knows the benefits of the accepted courtesies inherent in recreational games including: ability to enjoy games as leisure activities and development of social amenities.	I U H	K3 K8	7	1b 3c		(C) Value
The student knows ways in which physical and social skills used in recreational games may be applied to activities after one's formal education.	U H	K3 K8	4 7	1b 3c		(C) Value

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.2 Croquet						
The student knows the game of croquet had its origin with the French.	I U H	G2 K1 K4	4			(C) History, games
The student knows the rules of croquet relating to shooting.	I U H	K2 K9	6			
The student knows the meaning of croquet terms including: roquet, croquet, ricochet, rover, and boundary.	I U H	K1	6			
The student knows that the following terms are related to croquet equipment: mallet, ball, wicket, and end stake.	I U H	K1	6			
The student knows the meanings of the markings on balls, mallets, and stakes.	I U H	K2 K7	6			
The student knows the appropriate form for the various stroking skills of croquet including: front stroke, side stroke, and roquet stroke.	I U H	K1 K3	6			(C) Psychomotor performance
The student knows the strategies involved in croquet including: keeping opponent away from wicket and keeping your ball in good playing position.	I U H	K7 K8	6			(C) Strategy
The student knows the official equipment used in playing croquet including: mallet and ball for each player, nine arches, and two end stakes.	I U H	K1 K3	6			
The student knows the safety factors related to croquet including: keeping toes away from mallet and not tripping over wickets.	P I U H	K7 K8	5 6			(C) Safety

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.2 Croquet (Cont.)						
The student is able to analyze and evaluate his performance in a croquet game.	I U H	P43 P61	2 3 6			(C) Evaluation (C) Performanc level (V1) Growth and developmen

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.3 Quiet Games						
No goals yet.						

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.4 Tetherball						
The student knows that tetherball originated aboard ship and that its characteristics were designed to accommodate the restrictions of limited space.	P I U H	G2 K4 K6	4 6			(C) History, games
The student knows that tetherball is a popular game played in backyards, playgrounds, and gymnasiums.	P I U H	G2 K4	4			
The student knows the rules relating to the official playing area for tetherball including: playing circle, neutral zones, and playing zones.	P I U H	K2 K3 K9	6			
The student knows the rules of tetherball including those related to: server starting play, ball completing circle, five foot mark, and neutral zone.	P I U H	K2	6			
The student knows that rule violations in tetherball include: playing the ball outside the court limits or in neutral zone; holding, throwing, or catching the ball; touching the ball with other than hands; touching the pole or rope; and hitting the ball before it makes a complete circle of the pole.	P I U H	K2	6			
The student knows the appropriate form for the skills needed for playing tetherball including: hitting the serve and hitting the moving ball.	P I U H	K3 K7	6			(C) Psychomo per forma
The student is able to execute tetherball skills with the appropriate form including: putting the ball into play with a serve and winding the ball around the pole.	P I U H	P61 P65	2 3 6			(C) Psychomo per forma

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.4 Tetherball (Cont.)						
The student knows the strategies involved in tetherball including: keeping the ball high, timing the hit, and waiting for completed revolution.	P I U H	K3 K8	6			(C) Strategy
The student knows the equipment needed to play tetherball including: pole, tetherball, rope, and nonswiveling hook.	P I U H	K1 K3	6			
The student knows that tetherball areas are located an adequate distance apart for safety purposes.	P I U H	K7	5 6			(C) Safety
The student knows that the tetherball rope and ball should be checked regularly for safety hazards.	P I U H	K7	5 6			(C) Safety
The student is able to analyze and evaluate his skills in tetherball including: wrapping the ball, alternating hits, and applying strategies.	P I U H	P43	2 3 6			(C) Evaluation (C) Performance level (Vi) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.5 Horseshoe Pitching						
The student knows the recreational value associated with the game of horseshoes including: social atmosphere, versatility of equipment, and lifetime activity.	U H	K3 K8	1 6	3c		
The student knows the game of horseshoes was played after the dawn of the Christian era by the Greek and Roman armies.	U H	G2 K4 K6	4 6			(C) History, games
The student knows that originally horseshoes were thrown for distance only.	U H	G2 K4 K6	4 6			(C) History, games
The student knows the definition of terms related to the game of horseshoes including: shoe, caulk, stake, pit, court, ringer, and delivery.	U H	K1 K2	6			
The student knows the official rules of horseshoes including: foul line, pitching distance, and first pitch.	U H	K2 K3	6			
The student knows the official rules for scoring in horseshoes including: ringer, leaner, and closest shoe.	U H	K2 K9	6			
The student knows the rules governing fouls in horseshoes including: pitching out of bounds, pitching out of turn, and foul line.	U H	K2 K9	6			
The student knows the appropriate form for the skills involved in pitching a horseshoe including: grip, sighting, stance, pitch, release, and follow-through.	U H	K3	6			(C) Psychomot performan
The student knows the elements of efficient horseshoe pitching including: landing position of the shoe, consistent pitching style, and efficient aiming skill.	U H	K3	2 6			(C) Strategy

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.5 Horseshoe Pitching (Cont.)						
The student is able to execute the pitch in horseshoes using the appropriate form including the twist pitch and the flip pitch.	U H	P61 P65	6			(C) Movement techniques (C) Psychomotor performance
The student is able to apply learned knowledge, skill, and strategy in a game situation.	U H	P65	2 3 6			(C) Strategy (C) Psychomotor performance
The student knows the specifications of the official horseshoe including: width, length, weight, and span.	U H	K9	6			
The student knows the safety elements in horseshoes including: crossing the pitching area, interference with opponent's pitching, and handling the shoes.	U H	K3	5			(C) Safety
The student is able to analyze and evaluate his performance in horseshoe pitching including: pitch for distance, pitch for accuracy, and strategies involved.	U H	P65	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.6 Rope Quoits						
The student knows that quoits was derived from the game of horseshoes.	P I U H	G2 K4	4			(C) History, games
The student knows that the English introduced quoits to the United States in the seventeenth century.	I U H	G2 K4	4			(C) History, games
The student knows the definition of quoit terms including: quoits, frame, base, pin, and court.	P I U H	K1 K2	6			
The student knows the rules for quoits including: starting game, pitching procedures, fouls, official equipment, and court specifications.	P I U H	K2 K9	6			
The student knows that the rules for scoring in quoits include: ringer scores count five points, base shoes count one point, and highest score after ten frames wins.	P I U H	K2 K9	6			
The student knows the appropriate form for the skills involved in pitching quoits including: grip, sighting stance, pitch, release, and follow through.	P I U H	P61 P65	6			(C) Psychomotor performance
The student is able to pitch quoits using the appropriate form.	P I U H	P65	2 3 6			(C) Psychomotor performance
The student knows that quoits strategy includes: knocking opponent's quoit away from pin and getting quoit closer to pin.	I U H	K7 K8	6			(C) Strategy
The student knows that as a safety precaution in quoits the courts must be at least 5 feet apart.	P I U H	K2 K8	5 6			(C) Safety precaution

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
6.6 Rope Quoits (Cont.)						
The student is able to evaluate his performance in quoits.	P I U H	P43	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	Taxonomy (C) Concept/ (V1, V2) Value Words
6.7 Volley Tennis						
The student knows that volley tennis originated as a playground recreational game	I U H	G2 K4	4			(C) History, games
The student knows that volley tennis is a variation of volleyball and lawn tennis.	I U H	G2 K4	6			(C) History, games
The student knows the definition of terms in volley tennis including: "kill man" and setup.	I U H	K2 K7	6			
The student knows the penalty is "side out" or loss of point for violation of volley tennis rules including: four hits on a side; ball caught, held, or kicked; reaching over or touching net; player hitting ball twice in succession; and two bounces of ball on court.	I U H	K2 K9	6			
The student knows the penalty is loss of serve for violations of volley tennis rules including: two hands on serve; foot beyond base line; assisting on serve; and ball touching net.	I U H	K2 K9	6			
The student knows that the rules for scoring in volley tennis include: only serving team can score, fifteen points constitute a game, and team must win by two points.	I U H	K2 K9	6			
The student knows the rules governing the players rotation in volley tennis.	I U H	K2 K9	6			
The student knows the volley tennis rules governing the following: hitting, catching, scooping, and lifting.	I U H	K2 K9	6			
The student knows the rules governing the serve in volley tennis including: ball bouncing on server's side first, center front player hitting ball over net, only one attempt for the serve, and completing serve behind base line.	I U H	K2 K9	6			

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.7 Volley Tennis (Cont.)						
The student knows there may be six or eight players to a team in volley tennis.	I U H	K2 K3	6			
The student knows the appropriate form for the skills of volley tennis including those for serving, playing the "kill" position, and returning the ball.	I U H	P61 P65	2 3 6			(C) Psychomotor performance
The student is able to perform the skills of volley tennis using the appropriate form.	I U H	P61 P65	2 3 6			(C) Psychomotor performance
The student knows the strategy involved in volley tennis including: the set-up, playing the net, and defending against the "kill" man.	I U H	K7 K8	6			(C) Strategy
The student knows the equipment needed for volley tennis is a net and ball (volley ball).	I U H	K2 K3	6			
The student knows the specifications for the playing area in volley tennis.	I U H	K2	6			
The student knows that the playing area for volley tennis should be clear of any obstacles.	P I U H	K7 K8	5			(C) Safety
The student is able to evaluate his level of performance in volley tennis.	I U H	P43 P47	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.8 Deck Tennis						
The student knows that the game of deck tennis originated on-board ocean liners after World War I.	I U H	G2 K4	4			(C) History, games
The student knows the definition of deck tennis terms including: court, ring, net, foul lines, neutral area, let, and toss.	I U H	K1	6			
The student knows the rules associated with scoring in deck tennis.	I U H	K2 K9	6			
The student knows the penalties for rule violations in the game of deck tennis.	I U H	K2 K7	6			
The student knows the appropriate form for the skills of deck tennis including: grip, serve, catch, and return.	I U H	K3	6			(C) Psychomoto performanc
The student is able to execute the skills involved in deck tennis using the appropriate form.	I U H	P65	2 3 6			(C) Psychomoto performanc
The student knows the official specifications for the playing court in deck tennis.	I U H	K2	6			
The student knows the strategies involved in deck tennis including: change of pace, careful placement of returns, and play to opponent's weaknesses.	I U H	K8	6			(C) Strategy
The student is able to analyze and evaluate his performance in deck tennis.	I U H	P43	2 3 6			(C) Evaluatior (C) Performanc level (V1) Growth and developmer

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.9 Floor Tennis						
The student knows that floor tennis is an adaptation of lawn tennis and table tennis.	I U H	G2 K4	4			(C) History, games (C) Adaptation
The student knows the scoring rules of floor tennis.	I U H	K2 K9	6			
The student knows the appropriate form for floor tennis including forehand stroking, backhand stroking, and serving.	I U H	K3 K7	6			(C) Psychomotor performance
The student is able to execute the skills of floor tennis using the appropriate form.	I U H	P65	2 3 6			(C) Psychomotor performance
The student is able to utilize the skills of floor tennis in a game situation.	I U H	P65	2 3 6			
The student knows that the strategies for playing floor tennis parallel those for table tennis and lawn tennis.	I U H	G2 K7	6			(C) Strategy
The student knows the equipment needed to play floor tennis includes: paddle, ball, net, and playing area.	I U H	K3	6			
The student knows that safety practices for floor tennis include: adequate space between courts, adequate stroking clearance behind court, and keeping spectators and adjacent participants away from active players.	I U H	K7	5			(C) Safety
The student is able to analyze and evaluate his performance in floor tennis (e.g., execution of strokes, serving skill, and defensive play).	I U H	P47	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
6.10 Paddle Tennis						
The student knows that the origin of paddle tennis dates back to 1898 when the game was devised by Frank Beal.	I U H	G2 K4	4 6			(C) History, games
The student knows the definition of terms as associated with paddle tennis including: advantage, baseline, court, deuce, let, net, paddle, serve, set, and volley.	I U H	K2	6			
The student knows the rules associated with paddle tennis including those concerning court markings, ball in play, singles and doubles play, and serving.	I U H	K2 K9	6			
The student knows the appropriate form of the skills of paddle tennis including the grip, the stroke (forehand drive, backhand drive, service, volley, smash).	I U H	K7	6			(C) Psychomotc performanc
The student is able to execute the skills of paddle tennis using the appropriate form.	I U H	P61 P65	2 3 6			(C) Psychomotc performanc
The student knows that varying the ways of playing the ball is an effective strategy in paddle tennis (e.g., speed, direction, distance).	I U H	K7 K8	6			(C) Strategy (C) Psychomotc performanc
The student knows the official specifications for the equipment used in paddle tennis (including paddle, ball, net).	I U H	K1 K2	5 6			
The student is able to analyze and evaluate his performance in paddle tennis.	I U H	P43	2 6			(C) Evaluatio (C) Performanc level (V1) Growth an developme

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.11 Shuffleboard						
The student knows that shuffleboard originated in England.	I U H	G2 K4	4			(C) History, games
The student knows that shuffleboard gained its popularity aboard luxury liners that sailed between America and Europe.	I U H	K4	4			(C) History, games
The student knows the definition of terms as associated with shuffleboard including: cue, disc, court, dead line, and baseline.	I U H	K1	6			
The student knows the rules for playing shuffleboard including those regarding: court specifications, court markings, scoring, equipment, rules of play, and singles and doubles play.	I U H	K2 K9	6			
The student knows that the appropriate form for the skills of shuffleboard includes a smooth stroke, follow through of the cue, and application of the right amount of pressure.	U H	K7 K8	6			(C) Psychomotor performance
The student is able to execute the skills of shuffleboard using the appropriate form.	I U H	P65	6			(C) Psychomotor performance
The student is able to utilize his acquired skills in a shuffleboard game.	I U H	P65	6			(C) Psychomotor performance
The student knows strategies associated with the game of shuffleboard including: knocking opponent's disc off scoring area, placement of discs to protect scoring area, and hitting opponent's discs off center.	I U H	K7 K8	6			(C) Strategy

5. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Themes	(C) Concept (V) Value (S) Skill Words
6 11 Shuffleboard (Cont.)						
The student knows the playing surfaces for shuffleboard courts include concrete, terrazzo, asphalt, tile, or wood.	I U H	K3	6			
The student knows the elements of safety in the game of shuffleboard including: keeping cue on surface of court, control of disc and cue, and standing clear of moving discs.	I U H	K3 K7	5			(C) Safety
The student is able to analyze and evaluate his performance in shuffleboard including terms of shot placement, stroking, and defensive tactics.	I U H	P65	2 3 6			(C) Evaluation (C) Performance level (V) Growth and development

6. Recreational Games

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
6.12 Table Tennis						
The student knows the meaning of the official markings on a table tennis court.	U H	K2	6			
The student knows that the regulating bodies for table tennis rules are the United States Table Tennis Association and the International Table Tennis Association.	I U H	G2 K1	6			
The student knows the rules for the official game of table tennis.	I U H	K2	6			
The student knows the difference between single and double table tennis rules.	I U H	K2	6			
The student knows the appropriate form for shots used in table tennis including forehand, backhand, chop, and smash.	I U H	K3	2 6			(C) Psychomotor performance
The student knows the ways of putting spin on a table tennis ball including topspin and backspin.	I U H	K7	6			(C) Psychomotor performance
The student is able to execute the skills in table tennis using the appropriate form.	I U H	P65	3 6			(C) Psychomotor performance
The student knows the strategy used in table tennis including: playing opponent's weaknesses, putting "English" on ball, varying serves and returns as to type, speed, etc.	I U H	K8	6			(C) Strategy
The student knows that the equipment needed for table tennis includes a 9 x 5 foot table, a ball, paddles, net and brackets.	I U H	K3	6			
The student is able to analyze and evaluate his performance in a game of table tennis.	I U H	K7	6			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7. Lifetime (Recreational) Activities						
The student knows the location and use of print and non-print materials related to lifetime activities in physical education (e.g., card catalog: "Boats and Boating," "Swimming," "Modern Dance"; Reader's Guide: "Boats and Boating," "Fishing," "Cycling"; Periodicals: Ski Magazine, Field and Stream, Outdoor Life; area and building audio-visual catalogs: "Self Defense," "Archery").	P I U H	K6	3 4			(C) Resources, sports (V1) Inquiry

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.1 Attitudes and Values						
The student knows benefits that may be derived from lifetime physical activities including: providing for relaxation and recuperation needs, promoting mental and physical stability, creating an avenue for self-expression.	U H	K8	1 4	1b 3c		(V1) Physical well-being
The student knows aspects of fellowship that are inherent in lifelong physical activities including: providing varied social environments, encouraging family group participation, coordinating vocational and recreational interests.	U H	K3 K8	1 4	1b 3c		
The student knows carry-over values of lifetime physical activities including: expanding social interaction, expressing individuality.	H	K3 K8	1 4	1b 3c		(V1) Respect for others
The student knows benefits of the accepted courtesies inherent in lifetime activities including: encouraging participation in leisure time activities and helping establish a code of ethics for participants.	U H	K3 K8	1 4 7	1b 3c		
The student knows sportsmanship benefits which are outcomes of lifetime activities including: accepting decisions, being tolerant of others, fair play.	I U H	K3 K8	4 7	1b 3c		(V1) Sportsmanship

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
7.2 Archery						
The student knows that for centuries the bow was used as a weapon of war.	U H	G2 K6 K8	4			(C) History, sports
The student knows that archery began as an American sport in 1828.	U H	G2 K6	4			(C) History, sports
The student knows how the bow and arrow have affected cultural advances.	U H	K6 K8	4			(C) History, sports (C) Cultural change
The student knows the definition of the archery terms relating to the bow including: upper and lower limb, nock, arrow rest, grip, and belly.	U H	K1 K3	6			
The student knows the definition of archery terms relating to the arrow including: fletching, cock feather, crest, shaft, point (tip, pile, head), and nock.	U H	K1 K3	6			
The student knows the definition of the terms related to archery tackle including: arm guard, finger tab (glove), and quiver.	U H	K1	5 6			(C) Safety
The student knows the definition of archery terms related to the bow string including: serving and nocking point.	U H	K1 K3	6			
The student knows the definition of archery terms related to the bow and arrow including: spine, fistmele, wobble and composite bow.	U H	K2 K3	6			
The student knows the definition of target archery terms related to scoring including: end and round.	U H	K2 K9	6			

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.2 Archery (Cont.)						
The student knows the scoring rules of target archery (e.g., target face consists of five concentric rings; arrow bisecting a line counts the higher value; arrows rebounding from the scoring face score the same as arrows penetrating through the target.	U H	K2 K3 K9	6			
The student is able to score an end or a round employing the method for the kind of archery target in use.	U H	P65	6			
The student knows the rules of field archery related to scoring including: arrows shot from prescribed position, scoring values, arrows bisecting a line, and arrows penetrating through the target.	U H	K2 K9	6			
The student knows the rules governing archery target shooting including: straddling the shooting line, waiting for signal to begin shooting, shooting only at the target, stepping back from the shooting line when your turn is completed, and waiting for signal to retrieve arrows.	U H	K2 K3 K9	6			
The student knows ways to brace an archery bow including the push-pull method and the step-in (through) method.	U H	K3	5 6			(C) Safety (C) Psychomotor performance
The student is able to brace the bow as a preparatory element of shooting in archery.	U H	P65	2 5 6			
The student knows the appropriate form of the following archery skills: stance, grip and bow arm, nocking, drawing, anchoring, aiming, releasing, and follow-through.	U H	K3	2 6			(C) Psychomotor performance

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.2 Archery (Cont.)						
The student is able to execute archery skills using the appropriate form.	U H	P61 P65	3 6			(C) Psychomo performa
The student knows of several games involving archery shooting skills including: archery golf, wand shooting, clout shooting, and roving archery.	U H	K3	6			(C) Psychomo performa
The student knows the two main shooting methods used in archery are the instinctive and the sight methods.	U H	K2	6			(C) Psychomo performa
The student knows the common errors in archery techniques including: sighting with left eye while shooting right handed, hunching the bow arm shoulder, anchoring off the incorrect position, jerking the release hand, and leaning forward or backward on or before release.	U H	K8	6			(C) Psychomo performa
The student knows that the archery equipment (tackle) necessary for participation is a bow, bow string, and arrows.	U H	K3	5 6			
The student knows that the equipment used in archery should be fitted to the individual archer.	U H	K3	5 6			(C) Safety
The student knows the essential elements of caring for archery equipment including: bow storage, refinishing of equipment, and arrow storage.	U H	K3	5 6			
The student knows the criteria used by the archer for selection of arrows including: matched spine and weight, straight shaft, nocks and piles secure, and length appropriate to arm length and bow weight.	U H	K3	5 6			(C) Safety

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.2 Archery (Cont.)						
The student knows the identifying characteristics and performance differences of the straight, reflexed, and recurved bow used in the sport of archery.	U H	K3	6			
The student knows safety principles involved in the sport of archery including those regarding: shooting arrows into the air, pointing an armed bow at a person, leaving the shooting before shooting is completed, and removing arrows carefully.	U H	K2	5			(C) Safety
The student knows the safety rules of archery dealing with equipment including those regarding drawing an unarmed bow, releasing the bowstring unarmed, shooting damaged arrows, shooting arrows that are too short, and using a damaged bow.	U H	K2 K8	5 6			(C) Safety
The student is able to analyze his archery performance including: aiming, releasing, drawing, and anchor point.	U H	P43 P47	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept (VI, VS) Value Words
7.3 Boating						
The student knows the definition of terms relating to boat navigation including: astern, leeward, portside, starboardside, forward, trough, wake, and windward.	I U H	K1 K3	6			
The student knows the definition of terms associated with boating including: aft, beam, bow, bridge, cleat, draft, galley, gunwale, hatch, head, hull, keel, port, starboard, and stern.	U H	K1 K3	6			
The student knows the rules for safe boating including those regarding right-of-way, speed limits, yielding.	U H	K2 K3	6	1b 3c		(C) Safety (VI) Cooperatio (VI) Respect fo others
The student knows the skills involved in boat operation including: motor operation, landing, mooring, launching, navigating, maneuvering.	U H	K3 K7	6	3c		
The student knows ways in which boats are used for recreation including: cruising, skiing, fishing, and skin diving.	I U H	K3 K7	2 6 7 8	1a 1b 3c 4g		
The student knows the elements of safety related to boating including: swimming skills, overturned boat, overloaded boat, resuscitation methods, safety vests, and adequate fire protection.	I U H	K3 K8	5 6	1a 1b 3c		(C) Safety
The student is able to operate a boat safely.	U H	P65	5 6	1a 1b 3c		(C) Safety
The student is able to analyze and evaluate his ability to operate a boat including: maneuvering, launching, safety conventions, and docking.	U H	P43 P47	2 3 6	1a 1b		(C) Evaluatio (VI) Growth an developme

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.4 Swimming and Diving						
The student knows the reason why the swimmer's face and body are submerged in water.	P I U H	K3 K4	6			
The student is able to execute the skills involved inbreathing while swimming including: mouth breathing, breath holding, and rhythmic breathing.	P I U H	P65	2 3 6			(C) Psychomotor performance
The student knows the definition of swimming terms related to staying afloat including: floating, sculling, stroking, treading water, and bobbing.	I U H	K1 K2	6			
The student is able to execute swimming skills for staying afloat including: floating, sculling, stroking, bobbing, and gliding.	P I U H	P65	2 3			(C) Psychomotor performance
The student is able to perform beginning swimming skills including: touching toes, prone glide, prone float, front dive, and gliding for distance.	P I U H	P65	2 3 6			(C) Psychomotor performance
The student knows the appropriate form of swimming stroke skills including: elementary back, breast, side, American crawl, back crawl, trudgen, and butterfly.	I U H	K1 K2	6			(C) Psychomotor performance
The student knows the appropriate form for swimming skills including: the surface dive, sculling, treading water, and underwater swimming.	P I U H	K3 K4	6			(C) Psychomotor performance
The student knows that the following principles of swimming contribute to success in performance: breathing, relaxation, coordination of arm-leg movement.	P I U H	K7 K8	2 6			(C) Psychomotor performance

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.4 Swimming and Diving (Cont.)						
The student knows that the combined skills needed to execute a variety of swimming strokes are: gliding, breathing, kicking, and arm action.	P I U H	K3 K4	6			(C) Psychomoto performanc
The student is able to perform swimming skills using the appropriate form.	P I U H	P65	2 3 6			(C) Psychomoto performanc
The student knows ways in which competitive swimmers have influenced the development of swimming techniques.	I U H	K4 K6	6			(C) History, swimming
The student knows the definition of terms related to body positions in diving including: layout, pike, and tuck.	I U H	K1 K2	6			(C) Psychomoto performanc
The student knows the appropriate form of the skills involved in performing dives including: surface, front, sommersault, and twist.	U H	K3 K4	6			(C) Psychomoto performanc
The student knows the appropriate form of the skills involved in making the approach for the running dive.	I U H	K3 K4	6			(C) Psychomoto performanc
The student knows the progression of swimming skills needed to execute the front dive including: head between arms, hands entering water first.	P I U H	K3 K4	6			(C) Psychomoto performanc
The student is able to use the appropriate form in performing dives.	U H	P61 P65	2 3 6			(C) Psychomoto performanc
The student knows the elements of personal swimming safety including: never swimming alone, calling for help only when needed, and following posted pool rules.	I U H	K3 K8	5			(C) Safety

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.4 Swimming and Diving (Cont.)						
The student knows swimming rescue techniques including: reaching rescuers and partner swim rescue.	I U H	K3	5			(C) Safety
The student knows the techniques for personal survival in swimming emergencies including: cramps, currents, undertows, and weeds.	I U H	K3 K8	5			(C) Safety
The student knows the techniques for survival floating when swimming.	I U H	K3	5			(C) Safety
The student knows reasons for pool rules including those concerning showering, bathing caps, expectorating, and open sores.	P I U H	K8	6	1b		
The student knows the elements of diving safety including: checking area thoroughly before diving, seeing that area is clear of other people.	I U H	K3	5			(C) Safety
The student is able to employ beginning swimming skills in games and contests including: water dodge ball, cat and mouse, poison tag, and relays.	P I	P65	2 3 6			(C) Psychomotor performance
The student is able to employ his swimming skills in team games including: volleyball, punch ball, water baseball, water basketball, tug-of-war, and relays.	I U H	P65	2 3 6			(C) Psychomotor performance
The student knows that swimming is a means for attaining and maintaining physical fitness.	I U H	K3	1 2 6	1b		(C) Fitness, physical (V1) Well-being, physical
The student is able to analyze and evaluate his performance in swimming and diving.	P I U H	P43	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.5 Self Defense						
The student knows that self defense is historically linked to such combative sports as judo, karate, and wrestling.	U H	G2 K3	4	1b 4b		(C) History, sports
The student knows that self defense has evolved from the public's need for personal protection.	U H	G2 K8	4			(C) History, sports
The student knows self defense terms including: holds, breaks, counters, and grips.	U H	K2	2 6			
The student knows the definition of terms related to self defense movement techniques including: gripping, canting, feinting, pivoting.	U H	K1 K2	6			(C) Movement techniques
The student knows the definition of self defense terms related to footwork (stance) including: striding, straddling, standing switch, fencer's stance.	U H	K1 K2	2 6			(C) Movement techniques
The student knows the definition of self defense terms related to neck holds including: hammerlock and full nelson.	U H	K1 K2	6			
The student knows the definition of advanced throws in self defense including: over the shoulder, sweeping foot, inner or outer cut, knee clip, and hip throw.	U H	K1 K2	2 6			
The student knows the appropriate form for self defense skills including: countering, escaping, throwing, tripping, falls, and body roll.	U H	K3	2 6			(C) Psychomot performan
The student is able to execute self defense skills using the appropriate form.	U H	P61 P65	2 6			(C) Psychomot performan

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.5 Self Defense (Cont.)						
The student knows the ways in which the body parts may be used as self defense weapons (e.g., head, hands, elbows, knees, feet).	U H	K3	2 6			(C) Psychomotor performance
The student is able to use the head, hands, elbows, knees, or feet as effective self defense weapons.	U H	P65	2 3 6			(C) Psychomotor performance
The student is able to apply various self defense blows to the vulnerable areas of the attacker.	U H	P65	2 3 6			(C) Psychomotor performance
The student knows that taking preventive measures against attack is the preferred self defense strategy.	U H	K8	6			(C) Strategy
The student knows the strategy of using self defense skills combinations.	U H	K8	6			(C) Strategy
The student knows the elements of self defense strategy including: surprising the attacker, employing leverage principles, and using effective weapons (objects).	U H	K8	6			(C) Strategy
The student knows the body areas that are vulnerable in self defense including: bridge of nose, eyes, neck, ribs, instep.	U H	K8	2 6			(C) Strategy
The student knows that successful self (personal) defense depends upon the overall physical condition of the participant.	U H	K8 K9	5			(C) Fitness, physical
The student knows that the facility for learning the skills of self defense should include a shock absorbing surface.	U H	K3	6			(C) Safety

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.5 Self Defense (Cont.)						
The student knows that a preferred safety practice for participating in self defense activities is the wearing of protective clothing.	U H	K3	5			(C) Safety
The student is able to analyze and evaluate his performance in self defense activities including holds, counters, and falls.	U H	P43	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.6 Cycling						
The student knows that cycling had its origin in Europe in the 17th century as a recreational activity.	I U H	G2 K4	4			(C) History, sports
The student knows that cycle racing had its origin in Europe in the 19th century.	I U H	G2 K4	4			(C) History, sports
The student knows that cycling has the largest participation of any world sport.	I U H	G2 K3	4 8			
The student knows that cycle racing was included in the first Olympic Games of the modern era.	I U H	G2 K4	4			
The student knows that cycle racing is divided into two main categories: road and track.	I U H	K1 K3	6			
The student knows the definition of cycling terms related to cycle racing including: sitting in, echelon, jump, gearing, ankling, break away, and climbing.	I U H	K1	6			
The student knows the characteristics of variations of cycle races including: criterion, point, stage, handicap, match, time trial, pursuit, miss and out, team, and unknown distance.	I U H	K1 K3	6			
The student knows that cycle racing rules vary with each type of race.	I U H	K1	6			
The student knows that international cycling events are governed by the Union Cycliste Internationale.	I U H	K1 K4 K9	6			
The student knows that cycling in the United States is governed by the Amateur Bicycling League of America.	I U H	K1 K4 K9	6			

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.6 Cycling (Cont.)						
The student knows the appropriate form for the skills required for riding a bicycle including: balancing, pedaling, steering, starting, and stopping.	P I U H	K3	2 3 8	1b 3c		(C) Psychomotor performance
The student is able to execute the skills necessary for bicycle riding using the appropriate form.	P I U H	P61 P65	2 3 6	1b 3c		(C) Psychomotor performance
The student knows that racing bicycles are constructed for maximum efficiency including such characteristics as: pedals with straps, lowered handlebars, light weight, and narrow wheels.	U H	K3	5 6			(C) Adaptation
The student knows that clothing for recreational cycling is selected for comfort, climate, and safety.	P I U H	K7	5 6	1b 3c		(C) Safety
The student knows that racing cyclists wear special clothing including: light shoes, light socks, tights or shorts, jersey, gloves, and helmet.	I U H	K7	5 6			(C) Safety
The student knows that facilities for cycle racing include a formal track (velodrome), street, or open road.	P I U H	K7	6			
The student knows the safety concepts for recreational cycling including: obeying traffic laws, riding single file at side of streets and highways, keeping the bicycle mechanically efficient, and using proper lighting at night.	P I U H	K7 K8	5 6	1a 1b 3c		(C) Safety
The student knows that racing cyclists have rules for safety including: wearing helmets and special passing procedures.	P I U H	K7 K8	5 6			(C) Safety

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.6 Cycling (Cont.)						
The student knows that recreational cycling can contribute to one's health by improving strength, endurance, and organic functioning.	P I U H	K7 K8	1 2 3 5	1a 1b 3c		(C) Fitness (C) Growth and development (V1) Well-being, physical
The student knows the reasons for conditioning in cycle racing including endurance and maximum efficiency.	I U H	K7 K8	1 2 6	1b 3c		(C) Fitness (C) Growth and development (V1) Well-being, physical
The student is able to analyze and evaluate his performance in recreational cycling.	P I U H	P43	2 3 8	1b 3b 3c		(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.7 Angling						
The student knows that angling originated as a means of foraging for food.	I U H	K4 K6	4			(C) History, sports
The student knows the definition of the terms associated with angling including: back lash, fly casting, reel, lure, rod, setting hook, spin casting, and line.	I U H	K1 K3	6			
The student knows the boat operating rules for angling including those regarding: licensing, allowable passengers, speed limits, maximum horse power, lifesaving devices, safety equipment, and rights of way.	I U H	K2 K3 K7 K9	6			
The student knows the rules for angling including those regarding bag limits, fish size, legal methods, permissible bait, licensing requirements, and season dates.	I U H	K2 K3 K9	6			
The student knows the appropriate form for the skills of various methods of casting including: spinner casting and fly casting	U H	K3	6			(C) Psychomoto performanc
The student knows that the skills involved in casting include: control of line, control of rod, timing, arm acting, wrist action, and follow-through	I U H	K3 K7	2 6			(C) Psychomoto performanc
The student is able to cast using the appropriate form.	U H	P61 P65	6			(C) Psychomoto performanc
The student knows strategies for successful angling including: working the bait, determining fish habitat, observing sun shadows, using effective lure, avoiding noise and motion, and observing signs of feeding fish.	I U H	K7 K8	6			(C) Strategy

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.7 Angling (Cont.)						
The student knows the equipment needed for angling including: rod, reel, line, lures, leaders, and hooks.	I U H	K3	6			
The student knows the elements of safety for angling including: adequate space, ability to swim, first aid supplies, and suitable clothing.	I U H	K3	5 6			(C) Safety
The student is able to analyze and evaluate his angling skills including: casting techniques, sight selection, and number of fish caught.	I U H	P43	2 6			(C) Evaluation

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.8 Hiking (Back Packing)						
The student knows that the reasons for the popularity of hiking as a recreational activity include: inexpensiveness, variety of experiences, opportunity for nature appreciation.	P I U H	K4 K8	4	3c		
The student knows the elements of hiking including: type of packs, articles needed, length of hike.	I U H	K3	6			
The student knows the definition of terms associated with hiking including: pack, compass, shelter, survival, and trail.	I U H	K1 K2	4 6			
The student knows that the skills associated with hiking include: fire-building and cooking, use of knife and hatchet, shelter construction, sanitation, use of compass, and safety.	I U H	K3	6			(C) Psychomoto performanc
The student is able to use skills associated with hiking appropriately.	I U H	P61 P65	3 4 5			(C) Psychomoto performanc
The student is able to make appropriate preparation for a hike including: selecting a suitable pack, determining the distance to cover, and selecting the articles needed.	I U H	P65	2 3 6			
The student is able to prepare a waterproof shelter using native materials including: limbs, logs, and leaves.	I U H	P65	5 6			
The student knows that the reasons for physical endurance in hiking include: safety, completion of task, and ease of effort.	I U H	K3	4 5			

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.8 Hiking (Back Packing) (Cont.)						
The student knows elements of safety associated with hiking including: wearing appropriate footwear, carrying all-weather clothing, avoiding hiking alone, choosing familiar area, carrying first aid kit, carrying food and water, staying alert, and rest periods.	I U H	K3 K7 K8	4 5			(C) Safety
The student knows that wearing appropriate attire for hiking is a preferred health practice (e.g., rain gear, waterproof boots, all-weather jacket, gloves.	P I U H	K3 K7 K8	4 5			(C) Safety (V1) Well-being physical
The student is able to analyze and evaluate his performance on a hike including: endurance, following course, shelter building, and meal preparation.	I U H	P43	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.9 Skating (Ice)						
The student knows that ice skating originated when pioneer Swedes and Norsemen strapped bones to their feet to travel over the ice and crusted snow.	I U H	K4	4			(C) History, sports
The student knows that ice skating is a popular activity which can be enjoyed by a wide range of age and ability groups.	P I U H	K4 K7	3 8	3c		
The student knows the types of ice skating including: plain, speed, figure, and hockey.	I U H	K3	6	3c		
The student knows the definition of terms related to ice skating including: blade, edge, glide, rink, push-off, and sculling.	I U H	K1	6			
The student knows the appropriate form of the skills associated with ice skating including: forward skating, backward skating, stopping, starting, and turning.	I U H	K3	6			(C) Psychomotc performanc
The student is able to execute the skills of ice skating.	P I U H	P65	2 3 4 8			(C) Psychomotc performanc
The student knows the kinds of skates needed for varying ice skating activity (e.g., hockey, speed, figure).	I U H	K3 K7	5 6			
The student knows the elements of safety associated with ice skating including: body control, falling carefully, clean ice surface, and alertness while skating.	I U H	K7 K8	5			(C) Safety
The student knows that wearing suitable attire while ice skating is a wise health practice.	P I U H	K7 K8	5			(V1)Well-beir physical

7. Lifetime (Recreational Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.9 Skating (Ice) (Cont.)						
The student is able to analyze and evaluate his performance while ice skating including: skating forward, skating backward, turning, and stopping.	P I U H	P43	2 3 8			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.10 Skiing (Downhill)						
The student knows that skiing had its origin in the Scandinavian countries about 4000 years ago.	U H	K6	4			(C) History, sports
The student knows the differences between downhill (Alpine) skiing and cross-country (Nordic) skiing.	U H	K1 K2	6			
The student knows the definition of downhill skiing terms including those related to: (1) hill climbing--sidestep, herringbone, etc.; (2) (2) "braking"--stemming, snowplowing, etc.; (3) turning--stem, stem-christie, parallel, etc.; and (4) racing--slaloms, downhill, etc.	I U H	K1 K2	6			
The student knows the appropriate form of skiing skills including hill climbing, "braking," and turning.	U H	K3 K8	2 5 6			(C) Psychomot performan
The student knows the role of the following techniques in the appropriate form of downhill skiing: forward lean, unweighting, weight transfer, and angulation.	I U H	K1	2 6			(C) Psychomot performan
The student is able to execute downhill skiing skills using the appropriate form	U H	P61 P65	2 3 6			(C) Psychomot performan
The student is able to adapt his downhill skiing techniques to changes in snow condition and terrain.	U H	P61 P65	5 6			(C) Psychomot performan
The student knows the essential elements of caring for ski equipment including: water-proofing and waxing.	I U H	K3 K8	5 6			
The student knows the essential elements of selecting equipment for downhill skiing including: length of skis and poles, size of boots, and adjustment of bindings.	U H	K3	5 6	1b 3c		

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.10 Skiing (Downhill) (Cont.)						
The student is able to select skiing equipment using the accepted criteria including: right length, right strength of bindings, and well-fitting shoes.	U H	P45 P47	5 6			
The student knows the safety concepts involved in downhill skiing including those regarding: disengaging equipment, recognizing physical limitations, participating when fatigued, skiing alone, riding the rope tow, and observing the trail rules.	U H	K3	5			(C) Safety
The student knows reasons for wearing the appropriate clothing for varying weather conditions while skiing.	U H	K8	5 6			(C) Safety
The student is able to evaluate his performance in skiing.	U H	P43	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.11 Dance (Folk)						
The student knows that folk dancing originally stems from the celebration rites of various cultures.	P I U H	G2 K4	4			(C) History, dancing (C) Cultural patterns
The student knows that folk dancing is widely practiced as a means of cultural communication.	I U H	G2 K4	4			(C) Cultural patterns
The student knows that the cultural implications of a particular folk dance are affected by such elements of the dance as: style, movement quality--total body involvement, tempo, and costuming.	U H	K8	6			(C) Cultural patterns (C) Cultural change
The student knows that the beat of folk dance music is usually carried by such instruments as the string bass, piano, or drums.	P I U H	K7	6			
The student knows that folk dance rhythm is recognized by a definite meter (e.g., waltz--3/4 time, two step--2/4 time).	I U H	K7	6			
The student knows the definitions of terms related to folk dance music including: meter, note value, rhythmic patterns, tempo, measure, and phrase.	I U H	K1 K2	6			
The student knows the definitions of terms related to folk dance formations including: circle, Sicilian circle, line, and set.	I U H	K1 K2	6			
The student knows the definition of the following square dance terms: patter call, cue, set, home position, and head and side couples.	U H	K1 K2	6			

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.11 Dance (Folk) (Cont.)						
The student knows the definition of the following square dance pattern terms: promenade, sashay, dos-a-dos, allemande, chain, and wheel.	U H	K1 K2	6			
The student knows that the types of American folk dance include: round dances, contras, square dances, and social dances.	H	K1 K3	6			
The student knows the appropriate formations and characteristics of the following traditional round (couple) dances: schottische, polka, waltz, two-step, and varsovienne (mazurka).	U H	K1	4 6			
The student knows the appropriate formations and characteristics of the contra folk dance including: reel, jig, and lilt.	U H	K3	6			
The student knows the appropriate formations and characteri tics of the four main parts of a square dance: introduction, main figure, trimmings (fill-ins, breaks), and ending.	I U H	K3	6			
The student knows the appropriate form of traditional folk dance steps including: two-step, polka, schottische, waltz, and mazurka.	I U H	K3	4 6			
The student knows that the following elements of body movement contribute to the beauty of folk dancing: keeping the body upright, transferring weight smoothly and evenly, moving on a narrow base, keeping eyes focused off the floor or feet, and moving with relaxed body control.	I U H	K3 K8	2 6 8			

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.11 Dance (Folk) (Cont.)						
The student knows that the following are some of the step patterns used in international folk dancing: balance, buzz step, grapevine.	I U H	K3	4 6			
The student is able to recognize the beat of folk dance music.	P I U H	P43 P65	3 6			
The student is able to clap or mark time to the beat of folk dance music.	P I U H	P65	3 6			
The student is able to follow directions indicated by the following elements of folk dancing: formation, step pattern, and line of direction.	I U H	P65 P79	3 6			
The student is able to apply the prescribed step pattern of the folk dance to the rhythm of the music.	I U H	P65 P79	3 6 8			
The student is able to respond to the calls of square dance patterns.	I U H	P65 P79	3 4 6 8			
The student is able to employ the acceptable social amenities while folk dancing.	U H	P65 P79	5 7			(C) Etiquette (V1) Respect for others
The student is able to perform various traditional folk dance steps.	I U H	P79	3 6 8			
The student knows that participation in folk dances of a strenuous nature may contribute to his physical fitness.	I U H	K8	1 5			(C) Fitness, physical (V1) Well-being physical
The student is able to analyze and evaluate his performance in folk dance activities.	U H	P43 P47	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.12 Dance (Interpretive-Creative)						
The student knows of individuals who have made influential contributions to the field of dance such as: Isadora Duncan, Charles Weedman, and Martha Graham.	U H	K4 K8	4 8			(C) History, dancing
The student knows the ways in which dance styles have been influenced by dancers in past eras.	H	K4 K8	4 8			
The student knows the definitions of musical terms relevant to the dance including: beat, measure, and meter.	U H	K1 K2	6			
The student knows the definition of kinesthetic awareness as it relates to dance (interpretive).	U H	K1 K2	6			
The student knows that movement can be expressed to a variety of media including: poetry, drum beat, clapping, and recorded music.	U H	K1	6			(C) Movement techniques (C) Psychomotor performance
The student is able to move to a variety of media.	I U H	P65	3 4 8			(C) Movement techniques (C) Psychomotor performance
The student is able to move in a variety of ways by changing accent, tempo, etc.	I U H	P65	3 4 8			(C) Movement techniques (C) Psychomotor performance
The student knows the characteristics of various floor patterns in dance.	U H	K1 K2	6			(C) Movement techniques (C) Psychomotor performance
The student is able to move using a variety of floor patterns.	I U H	P65 P79	3 4 8			(C) Movement techniques (C) Psychomotor performance

7. Lifetime (Recreational) Activities

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
7.12 Dance (Interpretive-Creative) (Cont.)						
The student is able to compose a dance incorporating learned dance skills.	I U H	P65 P79	3 8			(C) Movement technique (C) Psychomot performan
The student knows a variety of ways in which dance may be used as a medium of expression (e.g., emotion, mood, force).	U H	K8	4 8			(C) Movement technique (C) Psychomot performan
The student is able to communicate ideas using the body as an instrument of expression.	I U H	P65 P79	3 4 8			(C) Movement technique (C) Psychomot performan
The student knows what constitutes appropriate foot care for dancing on various surfaces.	I U H	K8	5			(C) Safety
The student knows criteria for choosing appropriate clothing for dancing (e.g., purpose of dance, style, freedom of movement).	U H	K7 K8	6			
The student knows that dancing can contribute significantly to physical fitness characteristics such as flexibility, strength, and agility.	U H	K7 K8	2 4			(C) Fitness, physical (V1) Well-bein physical
The student is able to analyze and evaluate his performance in interpretive dance.	I U H	P43 P47	6			(C) Evaluatio (C) Performan level (V1) Growth an developme

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Heading	(C) Concept/ (V1, V2) Value Words
8. Physical Fitness						
The student knows the location and use of print and nonprint materials related to physical fitness in physical education (e.g., card catalog: "Physical Fitness"; Reader's Guide: "Exercise"; periodicals: Fitness Newsletter, Fitness for Living, President's Council on Physical Fitness; area and building audio-visual catalogs: "Physical Fitness").	I U H	K6	1			(C) Resources, fitness, physical (V1) Inquiry
The student knows general ways in which an efficient fitness level is maintained including: exercise suited to individual needs, regularity of exercise, and moderation of activity with age.	I U H	K3	1 4	1b		(C) Fitness, physical (V1) Well being, physical

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.1 Attitudes and Values						
The student knows values of maintaining an efficient fitness level including: physical well being throughout life, efficient body growth and development, and enhanced self-image.	P I U H	K3 K8	1 4	1b		(C) Fitness, physical (V1) Well bein physical (V1) Growth & develope

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.2 Conditioning Exercises						
The student knows the definition of terms related to conditioning exercises including: muscular endurance, flexibility, cardio-vascular endurance, and strength.	I U H	K1	2 5			(C) Fitness, physical
The student knows the characteristics of the conditioning exercises suitable to his own needs.	I U H	K3	5 6			(C) Fitness, physical
The student knows reasons why conditioning exercises can increase one's self-confidence and self-esteem.	I U H	K7 K8	2 4 5 7	1b		(C) Fitness, physical (V1) Self confidence (V1) Self esteem
The student knows how conditioning exercises can contribute to positive mental attitudes and emotional stability.	U H	K4 K8	2 7	1b		(C) Fitness, physical (V1) Self worth (V1) Well being, physical
The student knows that progressive resistive exercises involving increased work loads increase the level of fitness.	U H	K4 K7 K8	2 5			(C) Fitness, physical (V1) Self worth
The student knows that one's proficiency in physical activity is increased through conditioning exercises.	I U H	K4 K7	2	1b		(C) Performance level
The student is able to perform conditioning exercises for the following major muscle groups: (1) arm and shoulder, (2) abdomen, (3) back, (4) legs.	I U H	P65	2 3			(C) Fitness, physical

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.2 Conditioning Exercises (Cont.)						
The student knows there are specific conditioning exercises for each of the following: endurance, flexibility, and strength.	I U H	K7	2			
The student is able to perform conditioning exercises for endurance, flexibility, and strength.	I U H	P65	2 3 6 8			
The student knows ways of increasing strength including weight training, self resistance, partner resistance, and rope climbing.	I U H	K7 K8	2 5 6			(C) Fitness, physical
The student knows reasons for a balance between flexion and extension of muscles in conditioning exercises.	U H	K4 K7	2 5			(C) Fitness, physical
The student knows that regular conditioning exercises for the heart make circulatory and pulmonary functioning more efficient.	I U H	K4 K7	2 4 6			(V1)Well-being physical
The student knows that the work capacity of the heart is increased by conditioning.	P I U H	K4 K7	2 6			(C) Performance level (C) Growth & development (V1)Well-being physical
The student knows that in conditioning exercises certain practices should be avoided for safety and health reasons including: extreme fatigue, muscle strain, and irregular conditioning.	I U H	K8	5 6			(C) Safety
The student knows the reasons for comfortable clothing and shoes while performing conditioning exercises including: freedom of movement, ventilation of body, safety in specific environment.	I U H	K3	5 6			(C) Safety (V1)Well-being physical

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.2 Conditioning Exercises (Cont.)						
The student is able to analyze and evaluate his level of endurance, strength, and flexibility.	I U H	P43 P47	2 3 6 8	1b		(C) Evaluation (V1) Growth and development

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Headings	(C) Concept/ (V1, V2) Value Words
8.3 Physical Fitness Testing						
The student knows that physical fitness testing is designed to evaluate a student's strength, agility, endurance, and flexibility.	P I U H	K1 K3 K7	6			(C) Fitness, physical
The student knows that physical fitness testing is significant in determining one's degree of fitness for his own physical well-being.	P I U H	K7 K8	6	1b		(C) Fitness, physical (V1) Well-being physical
The student knows that physical fitness testing rules are designed to make the tests uniform for all those taking the test.	P I U H	K2 K7	6			(C) Fitness, physical
The student knows that the term "test battery" refers to a group of tests used in physical fitness testing.	I U H	K1	6			
The student knows the skills involved in the physical fitness test that he will be taking.	P I U H	K7 K8	2			(C) Physical performance
The student knows that physical fitness testing usually includes the following equipment: (1) a stopwatch, (2) measuring tape, (3) measured courses, (4) recording forms.	P I U H	K3	6			
The student knows that facilities for physical fitness testing will vary according to the test battery to be administered.	I U H	K3	6			
The student knows that a thorough physical warm up prior to physical fitness testing contributes both to performance and to safety.	P I U H	K7 K8	5			(C) Safety
The student knows that facilities and equipment should be so arranged and planned as to prevent injury to participants in a physical fitness test battery.	P I U H	K7 K8 K9	5			(C) Safety

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Processes Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.3 Physical Fitness Testing (Cont.)						
The student knows that permanent records of scores recorded on physical fitness tests can aid him in following his fitness program.	P I U H	K7 K9	6			
The student knows that physical fitness testing can be used as one of the guides for planning a program of health practices.	P I U H	K7 K8	5			(C) Fitness, physical
The student is able to evaluate and analyze his performance on a physical fitness test for the purpose of self-improvement in the areas of strength, endurance, and coordination.	P I U H	P43 P47	3 6	1b		(C) Evaluation (C) Performance level (V1) Growth and development

8. Physical Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept (O), (V) Value Words
8.4 Weight Training						
The student knows that weight training had its origin in ancient Greece.	U H	K4 K6	4			(C) History, sports
The student knows that weight lifting has been a regular event in the Olympic Games.	U H	K4 K6	4			(C) History, sports
The student knows that weight training gained considerable attention in the rehabilitation programs after World War II.	U H	K4 K6	4	3c		(C) History, sports
The student knows the definition of terms related to various grips used in weight training including overhand, underhand, and alternate.	U H	K1 K3	6			
The student knows the definition of terms relating to weight training including: press, dead lift, curl, squat, clean, snatch, jerk, and shrug.	U H	K1 K2	6			
The student knows that the following weight training competitive skills are evaluated by international rules: (1) two hand press, (2) two hand clean and jerk, (3) two hand snatch.	U H	K3 K7 K9	6			(C) Evaluation
The student knows the characteristics of weight training skills designed for special development or rehabilitation of the arms including: straight arm pull-over, bent arm pull-over, lateral raise with arms, upright rowing, press behind neck, shoulder shrug, and reverse curl.	U H	K3 K7 K9	2 4 6			(C) Growth & development
The student knows the characteristics and appropriate form of weight training skills designed for special development or rehabilitation of the legs including: leg press, ankle extension, knee extension, and toe raises.	U H	K3 K7 K9	2 4 6			(C) Growth & development

8. Physical Education

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.4 Weight Training (Cont.)						
The student knows the characteristics and appropriate form of weight training skills designed for special development or rehabilitation of the torso including latissimus exercise, back and side lift, side bend.	U H	K3 K7 K9	2 4 6			(C) Growth & development
The student knows the breath control procedures for weight training.	U H	K3 K8	2 6			
The student is able to execute various weight lifting skills using the appropriate form including: press, curl, snatch, jerk, isometrics.	U H	P65	2 3 6 8			
The student is able to increase arm and leg strength by applied weight training skills.	U H	P65	1 2 3 6			(C) Fitness, physical (C) Performance level (C) Measurement
The student is able to increase endurance by using the appropriate weight training exercises and skills.	U H	P65	2 3 4 6			(C) Fitness, physical
The student knows the equipment for a weight training facility including: padded tables, padded benches, squat racks, leg press machine, wall pulleys, stall bars, incline boards.	U H	K3 K7	5 6			
The student knows the characteristics of weight training equipment including: set of weights, weight machine, hydraulic cylinder machine.	U H	K3 K7	6			

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goal	Career Education Program Goals	Occupation Related Content Taxonomy Heading	(C) Concept/ (VI, VII) Value Area
8.4 Weight Training (Cont.)						
The student knows that warm-up exercises are an essential element of weight training safety.	U H	K3 K8	5			(C) Safety
The student knows that the appropriate form for body mechanics should be followed for safe use of weight training equipment.	U H	K3 K8	2 3 5			(C) Safety
The student knows the principles of safety involved in the use of "spotters" in weight training.	U H	K3 K8	5			(C) Safety
The student knows the principles of safety involved in the use of graduated weights or repetitions for weight training.	U H	K3 K8	5			(C) Safety
The student knows that for safe use the weight training area should be free of obstacles.	U H	K3 K8	5			(C) Safety
The student knows that weight training equipment and facilities should be kept clean to help prevent spread of communicable diseases.	U H	K3 K8	5 7			(C) Safety (VI) Respect for others
The student knows that a desirable health practice for weight training is to have a well-ventilated facility.	U H	K3 K8	5			(C) Safety (VI) Well-being, physical
The student knows the characteristics and appropriate form of weight training exercises designed to develop muscular and cardio-respiratory endurance including: sit-ups, half sit-ups, push-ups, straddle chin, hops, and mile run.	U H	K3 K7 K9	1 2 3 6			(C) Growth and development (VI) Well-being, physical

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.4 Weight Training (Cont.)						
The student knows that the following are weight training skills that can be tested with maximum weight: sit-ups, back hypertension, two-hand press, two-hand curl, squat, bench press, and bent rowing.	U H	K3 K7 K9	2 3 6			(C) Fitness, physical (C) Evaluation (C) Performance level
The student is able to apply the principles of weight lifting in analyzing and evaluating his progress by: increasing weight tolerance, progressive number of repetitions, and utilizing a variety of apparatus.	U H	P43 P47	2 3 6			(C) Evaluation (C) Performance level (V1) Growth and development

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Content/(V) Value Words
8.5 Jogging						
The student knows that jogging originated as a means to improve level of fitness.	P I U H	K4	4			(C) Fitness, physical
The student knows the fitness benefits of continued jogging including: improved cardio-respiratory efficiency and increased leg strength.	I U H	K1	2 4 5			(C) Fitness, physical (VI)Well-being physical
The student knows the elements of jogging including: body position, arm position, length of step, and deep breathing.	P I U H	K3	6			(C) Psychomotor performance
The student knows the appropriate posture for jogging including: head up, body straight, and arms relaxed.	P I U H	K2	1 2 6 8			(C) Fitness, physical (C) Psychomotor performance
The student knows that clothing for jogging should be appropriate to climate.	I U H	K1	5 6			
The student knows the health and safety hazards of wearing rubberized or plastic clothing while jogging such as: overheating, hyperventilation, and dehydration.	P I U H	K2	2 5 6			(C) Safety (VI)Well-being physical
The student knows that the appropriate length of a step in jogging has the foot striking the ground directly beneath the knee.	P I U H	K1	2 6			(C) Safety
The student knows exercises appropriate for jogging warm-ups.	P I U H	K1	2 5 6			(C) Safety (C) Fitness, physical (VI)Well-being physical
The student knows the importance of deep breathing while jogging.	P I U H	K1	2 5 6			(C) Fitness, physical (VI)Well-being physical

8. Physical Fitness

COURSE GOALS	Level P/I/U/H	Knowledge or Process Classifications	Subject Area Program Goals	Career Education Program Goals	Other Related Content Taxonomy Headings	(C) Concept/ (V1, V2) Value Words
8.5 Jogging (Cont.)						
The student knows that for safety jogging is done at one's own pace.	P I U H	G2 K4	3 4 5 7			(C) Safety, (C) Fitness, physical
The student knows his level of endurance while jogging.	P I U H	K1	2 5 6			(C) Safety (C) Fitness, physical
The student is able to evaluate and analyze his current level of jogging performance.	I U H	P43	2 3 6 8			(C) Evaluation (C) Performance level (V1) Growth and development